

**A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’
MEDITATION IN REDUCING THE LEVEL OF STRESS AMONG
THE FIRST YEAR B.Sc NURSING STUDENTS IN SELECTED
COLLEGE OF NURSING AT DINDIGUL DISTRICT**



**A DISSERTATION SUBMITTED TO
THE TAMILNADU DR. M.G.R. MEDICAL UNIVERSITY,
CHENNAI.
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN NURSING**

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CERTIFIED BONAFIDE WORK DONE BY

**Mrs. SAHAYA JOVITHA. R,
SAKTHI COLLEGE OF NURSING,
ODDANCHATHRAM,
DINDIGUL.**

INTERNAL EXAMINER

EXTERNAL EXAMINER

1._____

2._____

CERTIFICATE

This is a bonafide work of **Mrs. SAHAYA JOVITHA.R**, M.Sc (N)
II year student from Sakthi College of Nursing, Dindigul, Tamilnadu, India,
submitted in partial fulfilment for the Degree of Master of Science in
Nursing under the Tamilnadu Dr. M.G.R. Medical University, Chennai.

Signature of the principal _____

Prof. Mrs. JANAHI DEVI.V. M.Sc (N)

College seal _____

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1. RESEARCH GUIDE : _____

Prof. Mrs. V. JANAHI DEVI, M.Sc (N).,
Principal
Sakthi College of Nursing
Oddanchatram,
Dindigul (D.T)

2. SUBJECT GUIDE : _____

Asso. Prof. Mrs. R. SATHYA SRI, M.Sc (N).,
HOD, Mental Health Nursing
Sakthi College of Nursing
Oddanchatram,
Dindigul (D.T)

3. MEDICAL EXPERT : _____

Dr. Mr. S. Samuel Gunasekharan, M.D., D.P.M.,
F.C.I.P., F.I.C.A.,
Neuro Psychiatrist & Hypnotism therapist,
Mesmer Hospital,
Dindigul.

ENDORSEMENT BY THE SUBJECT GUIDE AND HOD

This is to certify that the dissertation entitled “**A Study to Assess the Effectiveness of ‘So Hum’ Meditation in Reducing the level of Stress among the First Year B. Sc Nursing Students in Selected College of Nursing at Dindigul District**” is a bonafide research work done by Mrs. Sahaya Jovitha. R in partial fulfillment of the requirement for the degree of Master of Science in Nursing (Psychiatric Nursing)

Seal and Signature of the subject guide and HOD

Asso. Prof. Mrs. R. SATHYA SRI, M.Sc (N).,

HOD, Mental Health Nursing

Sakthi College of Nursing

Oddanchatram,

Dindigul (D.T)

Place:

Date:

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ABSTRACT

A study was conducted "to assess the effectiveness of 'so hum' meditation in reducing level of stress among first year B.Sc Nursing students in selected college of nursing at Dindigul district". It was conducted by **Mrs. Sahaya Jovitha. R** as a partial fulfilment of the requirement for the degree of Master of science in Nursing to the Tamilnadu Dr. M.G.R Medical University, Chennai during the year of 2015- 2017

The objective of the study were,

- ▶ To assess the pre test and post test level of stress among first year B. Sc. Nursing students in the experimental group and control group
- ▶ to assess the effectiveness of 'so hum' meditation in experimental group, to find out the association between pre-test stress score with selected demographic variables.

In this study a true experimental design was adopted. Purposive sampling technique was used to select each 30 sample in experimental and control group equally. Structured interview schedule was used to collect the demographic variables and student stress rating scale was used to assess the level of stress. Experimental group receives intervention of 'So Hum' Meditation for 15 days (except Sunday)

In *experimental group*, the pre test scores on the level of stress 4 (13.33%) had Moderate stress and 24 (80%) had High stress, and 2 (6.67%) had Profound stress respectively. Whereas post test scores on the level of stress 10 (33.33%) had No stress and 14 (46.67%) had Low stress, and 6 (20%) had Mild stress respectively.

In **control group**, the pre test scores on the level of stress 6 (20%) had Moderate stress and 20 (66.67%) had High stress, and 4 (13.33%) had Profound stress respectively. Whereas post test scores on the level of stress 6 (20%) had Moderate stress and 20 (66.67%) had High stress, and 4 (13.33%) had Profound stress respectively.

In **experimental group** after the administration of '**So Hum**' meditation the level of stress among first year B.Sc Nursing students were reduced in post test than pre test.

But in **control group** the finding shows that the control group calculated value was 2.43, and the tablatde't' value is 2.76, which was not significant at $P < 0.05$. It can be concluded that there is no much difference in pre test and post test.

In control group There was statistically no significant association between the level of stress among first year B.Sc (N) students and their demographic variables "Do you love your profession truly?"

In experimental group There was statistically no significant association between the level of stress among first year B.Sc (N) students and their demographic variables.

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CHAPTER – I

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CHAPTER –I

“Meditation means the mind is turned back upon itself.

The mind stops all the thought- waves and the world stops.

Your consciousness expands”.

- Swami

Vivekananda

INTRODUCTION

A person can be considered as maladjusted and well adjusted. Maladjusted persons have problems in adjusting whereas a well adjusted person is in good harmony with himself and environment. When there are problems in adjustment it will lead to stress. One of the most commonly felt consequence of college stress is a feeling of being overwhelmed. Nursing students seem to be more stressful because of the programme requirements and other academic obstacles. Meditation based interventions aimed at reduction of psychological symptoms of distress and enhancement of quality of life. These interventions are aiming at the cultivation of an open-minded and non-judgmental awareness of whatever is happening at each successive moment of perception.

Every one of us experiencing stress in our life from birth till death as birth is also a stressful event for both mother and child and death too. Human beings have a natural power to cope with and manage with the stress. It is proved that mild stress is always useful to us because it encourages us to achieve our goals and objective. When stress is going away from our capacity, it affects to our physiological and mental health. In India surveys of mental morbidity carried out in various parts of the country suggest a morbidity rate of not less than 18-20 per 1,000 population, and the types of

illnesses and their prevalence are very much the same as other parts of the world. The numbers of specialized hospitals for mental disorders in the country are 47 with the total number of beds about 10329. The number of outdoor (old and new) mental disorders cases treated in these hospitals during 2004 in were about 896425, and 22361 cases were treated in child guidance clinics. The total numbers of new outdoor cases during 2004 in specialized mental hospitals were 6737 psychotic substance users, 55869 Schizophrenia, 31555 mood disorders, 38482 neurotic stress related, 3417 behavioural syndromes, 906 disorders of adult personality, 4256 mental retardation, 885 disorders occurring in childhood, 1151 psychological disorder, 4577 organic disorder and 2904 unspecified mental disorders. Meditation has many benefits such as deeper level of relaxation, builds self-confidence, helps to control own thought, Improve learning ability and memory, increase emotional stability, increase productivity, develop will power, react more quickly and more effectively to a stressful event, more sociable behaviour, increases listening skills and empathy, helps make more accurate judgments, greater tolerance, more balanced personality, develops emotional maturity.

NEED FOR THE STUDY

While trying to find a balance of how hard to work, many college students struggle with perfectionism. The workload of college is significantly more involved than the high school workload, and it comes with less hand-holding from parents and teachers. With challenging classes, scheduling issues to coordinate, difficult tests and, coupled with the more independent nature of the college learning structure, many new and returning students find themselves studying long, hard hours.

In 2005, *The National College Health Assessment* (NCHA) surveyed 17,000 college students. Twenty-five percent of the students reported they have “felt so depressed it was difficult to function” three to eight times in the past 12 months. Twenty-one percent of the students reported that they “seriously considered suicide”. The most important causes of stress reported by the students were financial, lack of sleep, and family problems.

A study was carried out among nursing students of A descriptive study was carried out among nursing students of a selected nursing institution of Kolar in May 2005. A sample of 100 nursing students was chosen using convenience sampling technique. The participants were given 30 minutes to answer the questionnaire. The collected data was analysed using statistics. The study found that out of 60 nursing students 46% were having high stress scores and remaining 54% students were, found having less stress scores, but only out of 60 nursing students, 28% were having good subjective well-being. The study concluded that the students must be ensured, while undergoing nursing education programs should be able handle the associated stress appropriately.

A study was conducted to determine the perceived level of stress and coping behaviour among B.Sc. Nursing students in selected colleges at Mangalore. There

were about 40 samples taken by simple random technique. The study tool consisted of Socio demographic variable, perceived stress scale and coping check list. The collected data edited, complied and analysed by using both descriptive and inferential statistics. The study found that 55% of the sample experienced severe stress, 12.5% of the sample experienced moderate level of stress and 32.5% of the sample experienced mild level of stress. The study concluded that stress may arouse from their work, contact with patients, and demands of the organization.

Obviously, stress is a major problem for college students throughout the world. Moreover, the investigator has witnessed many Nursing students appear to be stressful in many situations, especially in the first year and several studies have reported positive effects of meditation on psychological well-being.

STATEMENT OF THE PROBLEM

“A study to assess the effectiveness of ‘so hum’ meditation in reducing the level of stress among the first year B.Sc Nursing students in selected college of nursing at Dindigul district.”

OBJECTIVES OF THE STUDY

- ❖ To assess the pre – test and post - test level of stress among first year B. Sc. Nursing students in the experimental group and control group.
- ❖ To assess the effectiveness of ‘so hum’ meditation in experimental group.
- ❖ To find out the association between pre-test stress score with selected demographic variables.

HYPOTHESES

- ▶ **H₁:** The mean post test level of stress will be significantly lower among the first year B. Sc. Nursing students in experimental group than their pre test level of stress.
- ▶ **H₂:** The mean post test level of stress among the first year B. Sc. Nursing students in experimental group will be significantly lower than the mean post test level of stress among first year B. Sc. Nursing students in control group.
- ▶ **H₃:** There will be a significant association between the level of stress with selected demographic variables of first year B. Sc. Nursing students.

OPERATIONAL DEFINITIONS

Effectiveness:

It is determining the extent to which the ‘so hum’ meditation technique will help in reducing stress among first year B. Sc. Nursing students.

‘So hum’ meditation:

In this study meditation refers to be a relaxation and stress reducing technique for 20 minutes practice, for a period of 15 days.

Stress:

It refers to the response of the first year B. Sc. Nursing students to situations that disrupt their physical, physiological, intellectual, emotional, and social aspects as measured by a stress scale.

First year B.Sc Nursing students:

In this study nursing students refers to those who joined in first year B.Sc Nursing programme as per the INC criterion in Sakthi college of Nursing at Oddanchatram and Bharath College of Nursing at Palani.

Nursing college:

In this study Nursing College are educational institutions which offer degree in Nursing, which is approved by the Tamilnadu nursing council and Indian Nursing council.

ASSUMPTION

- ❖ Nursing students will experience certain amount of stress
- ❖ ‘So hum’ meditation may be effective in reducing their stress level.
- ❖ The student will give free and frank responses to the questions.
- ❖ The students will co-operate for the study.

DELIMITATIONS

- ❖ First year B.Sc Nursing students who are present in college.
- ❖ First year B.Sc Nursing students who are available at the time of data collection.

PROJECTED OUTCOME

- ◆ The study will evaluate 'so hum' meditation in reducing the level of stress among first year B.Sc Nursing students in selected colleges to awake the interest in non – pharmacological intervention towards stress.
- ◆ The study findings would throw light on the stress which the 1st year B.Sc Nursing students having.
- ◆ The study could guide 1st year B.Sc Nursing students regarding the useful and effectiveness of 'so hum' meditation.

CHAPTER –II

REVIEW OF LITERATURE

A literature review involves the systematic identification, location, scrutiny and summary of written materials that contain information on a research problem.

--- (Poilt and Beck, 2010)

A **literature review** is a text of a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic.

A qualitative study was conducted on the effectiveness of Meditation on Psychosocial, Professional and Physical development of management students. The study indicated that Vipassana Meditation process helped the students to get many understandings. It gave awareness to them to be persistent and diligent in life (18.8%). The process helped them to control over stress and behavioural reactions (17.3%). The study indicated that majority business management student got psychological benefits out of the Vipassana Meditation Process. Among the psychological benefits 36.2% of students reported that they obtained peace and stability of mind, strong will power, become calm, quite, and relaxed. Majority students reported that (42.2%) the awareness process helped them to control over their tensions, anxiety and impatience and reduce their anxiety to perceive things professionally than personally.

A quasi experimental study was conducted to determine the effectiveness of Vipassana among the caregivers of children with special needs at Vidyasudha in Chennai. A total number of 40 samples were taken by random sampling technique for the study. The level of stress was assessed through Family Interviewed Perceived Stress Scale. The results showed that in pre-test 36 (90%) of caregivers had moderate

level of stress and 4 (10%) had mild level of stress. In the post-test 7(17.5%) had mild level stress and 33 (82.5%) had moderate level of stress. There was a statistically significant difference in the level of stress among the caregivers after participating Vipassana which had given significance to the value of t-test 14.702 in the post-test, at the level of $p < 0.001$. The study concluded that it can be replicated on a large scale.

A study was conducted to investigate the potential benefits of transcendental meditation in enhancing mental health of an adult Muslim population. A before-after clinical trial was conducted to evaluate the effect of a 12-week meditation course on mental health of participants who were enrolled into the study by random sampling. A 28-item General Health Questionnaire (GHQ) was administered on two occasions in conjunction with a background data sheet. The study findings revealed that mean age of participants was 32.4; 70% were females and 55% were married. GHQ scores improved significantly after the meditation course (p value: < 0.001). The difference was also significant in all subgroups of the population studied. In subclass analysis of the GHQ results, the before-after score improvement was significant only in the areas of somatisation (p value: < 0.001) and anxiety (p value: < 0.001). The study concluded that Transcendental Meditation may improve mental health of young adult population especially in the areas of somatisation and anxiety, and this effect seems to be independent of age, sex and marital status.

A quasi experimental study was conducted on the effectiveness of Yoga Nidra on stress level among student nurses in selected nursing institutes at Pune city. The sample size of the study was 60 students. Two groups were formed out of which 30 were selected for control group and 30 for experimental group. Sampling technique used simple random technique. Data gathered were analysed by using descriptive and inferential statistics. The study found that in students of the control group there is no

significant change in the stress level, whereas there was a significant change in the stress level of students in the experimental group at $p < 0.05$ level of significance.

Stress and meditation

Dohrenwend (1974) gave considerable evidence to show that a relationship exists between life stress and physical illness. **Vinokur and Selzer (1975)** have found life stress to be related to the occurrence of depression, anxiety and tension.

Many studies have found that the practice of meditation significantly reduces self-rated perceptions of anxiety and stress by meditators (**Delmonte, 1984; Fling et al. 1981; Janowiak & Hackman, 1994; Shapiro et al., 1998**).

Meditation has been particularly helpful in treatment of hypertension, pain and stress responses. The practice of meditation has been found to be cost effective; those who meditate regularly have reduced health care utilization significantly (**Orme-Johnson, 1987**).

CONCEPTUAL FRAMEWORK

A conceptual framework can be defined as a set of concept and assumptions that integrate them into a meaningful configuration

--- (Polit and Beck 2010)

Conceptual framework is a group of related ideas, statements, or concept which deals with concept that is assembled by the virtue of their relevance to a common theme. A conceptual model broadly presents an understanding of the phenomenon of interest and reflects the assumption and philosophic views of the model's designer.

The proposed study was aimed to assess the effectiveness of 'So Hum' meditation to reduce the level of stress among 1st year B.Sc Nursing students in Selected College of Nursing at Dindigul district.

The Conceptual framework of the study was based on *Ludwing Von Bertalanoffy's* General system theory. In 1968 Bertalanoffy's introduce this theory as a universal theory that could be applied to many fields of study.

According to Bertalanoffy, General system theory provides a way of examining interrelationships and deriving principles. Theorist described human being as an open system, for proper functioning of human being depends on the quality of its input, throughput, output and feedback. Being an open system, the client is capable of receiving information and gain knowledge from his environment. Utilizing this capacity of client, investigator takes the opportunity to provide information. The investigator examines whether the information is processed or not with the help of feedback.

Input

Input consists of information, material or energy that enters the system.

In this study, an input includes selected demographic variable and existing level of stress among 1st year B.Sc Nursing students in Selected College of nursing at Dindigul district. The pre - test questionnaire which is assessing the level of stress among 1st year B.Sc Nursing students regarding various stressors like new environment, separation of the parents, study language and workload, peer problems, problems related to health condition, miscellaneous etc. indicates the need for appropriate intervention.

Throughput

The system uses, organizes and transforms the information in between input and output is throughput or process.

The present study tries to evaluate the effectiveness of 'So Hum' meditation to reduce the level of stress among 1st year B.Sc Nursing students by administering the 'So Hum' meditation the investigator conduct the post –test and compare the results of pre and post test.

Output

Output is the transformed from of information, energy and matter that is given out by individual after processing. It is the evaluation phase.

The outcome of effectiveness of 'So Hum' meditation to reduce the level of stress among 1st year B.Sc Nursing students is evaluated by stress scale. After post test, there will be significant reduction in level of stress that indicates the effectiveness of 'So Hum' meditation to reduce the level of stress among 1st year B.Sc Nursing students.

Feedback

Feedback refers to the process through which information is achieved at each stage of the system; it also serves an input for the purpose of guiding and directing the system.

The feedback refers to the output that may be positive, negative or neutral. In this study, feedback measured in the output reveals the significant effectiveness or non effectiveness of the 'so hum' meditation on stress.

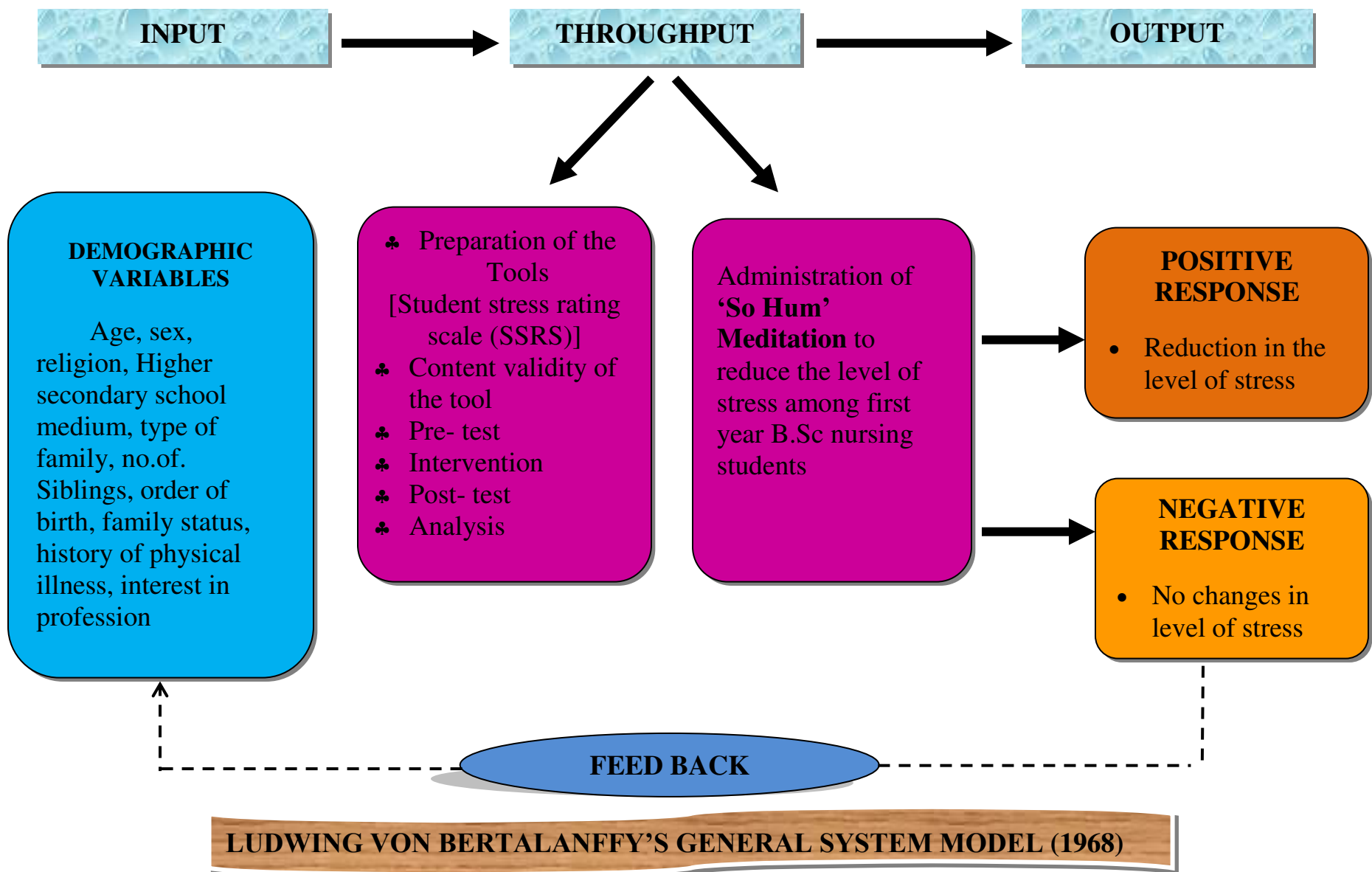


FIGURE: 1 CONCEPTUAL FRAME WORK

CHAPTER – III

RESEARCH METHODOLOGY

The Methodology of research indicates the general pattern of organizing, the procedure for gathering valid and reliable data for the problem under investigation.

(Polit and Beck, 2010)

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. ... Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. A **methodology** does not set out to provide solutions - it is, therefore, not the same as a method.

This chapter deals with the research approach, research design, variable under the study, setting of the study, population of the study, sample size, description of the interventions, development and description of the tool, validity and reliability of the tool, pilot study, procedure for data collection and statistical analysis.

Research approach

The investigator adopted an Experimental approach, because the aim of the researcher was to assess the effectiveness of ‘So Hum’ meditation in reducing the level of stress among first year B.Sc nursing students.

Research design

The research design used for this study was a True experimental design (pre-test post-test control group design).

Schematic presentation of research design:

Group	Pre-test	Intervention	Post-test
B.Sc. Nursing first year students	Day 1	Day 2 to 16 (15 days)	Day 17
Experimental group	Stress test (S1)	So Hum meditation (X)	Stress test (S2)
Control group	Stress test (S1)	No intervention	Stress test (S2)

KEYS:

S1: Assessment of stress level of B.Sc. Nursing first year students before the administration of ‘So Hum’ meditation in experimental group and control group.

X: Administration of ‘So Hum’ meditation for 15 days excluding Sunday in experimental group.

S2: Assessment of stress level of B.Sc. Nursing first year students after the administration of ‘So Hum’ meditation in experimental group and without intervention in control group.

Setting

Setting is the general location and condition, in which data collection takes place for the study (Polit, and Beck, 2010)

The study will be conducted in the Sakthi College of Nursing at Oddanchatram for experimental group, and Bharath college of Nursing at Palani for control group.

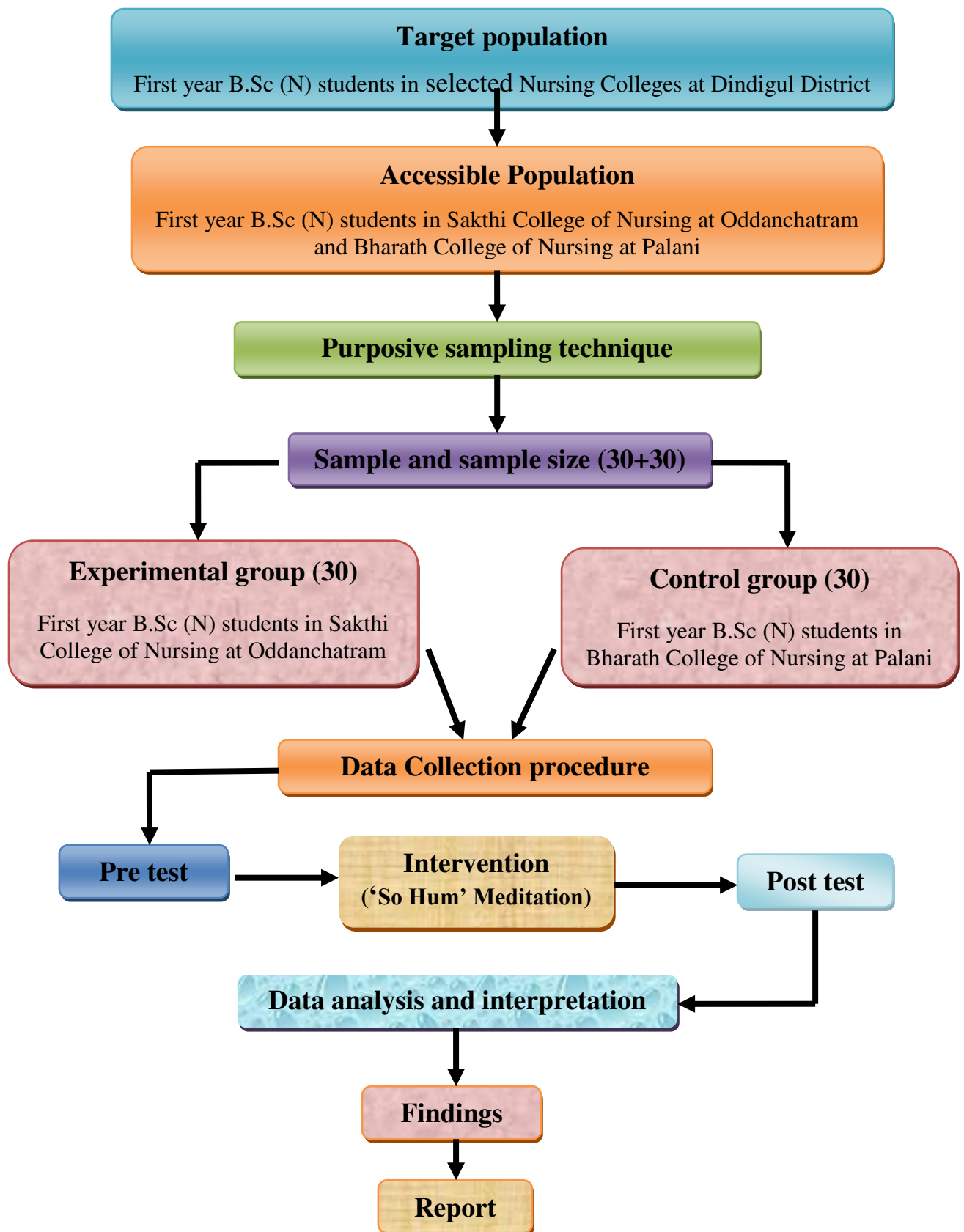


FIGURE:2 Schematic Representation of Research Methodology

Population

A population is entire aggregation of cases that meet a designated set of criteria. (Polit, and Beck, 2010)

In this study the *target population* was first year B.Sc. nursing students.

The *accessible population* was first year B. Sc. nursing students in Sakthi College of nursing at Oddanchatram for experimental group, and Bharath college of Nursing at Palani for control group.

Sampling Technique

The sampling procedure was purposive sampling technique.

Sample & Sample size

First year B. Sc. nursing students as sample in this study

A sample size for the present study was 30 students studied in first year B. Sc. nursing in both experimental group and control group.

Variables

Independent variable: ‘So hum’ meditation

Dependant variable: Stress

Inclusion criteria for sampling

- Students those who are studying first year B.Sc Nursing
- Students who are willing to participate in the study
- Students those who are having high level of stress.

Exclusion criteria for sampling

- Students who are already practicing any other meditation technique
- Students who are not available on the day of data collection
- Students who are having low level of stress and no stress

DESCRIPTION OF THE TOOL

The research tool consist of two section

Section –A

It consisted of demographic characteristic of the first year B.Sc nursing students which included, Age, sex, religion, Higher Secondary school medium, type of family, no.of. Siblings, order of birth, family status, no.of friends and interest in profession

Section – B

Students' Stress Rating Scale (SSRS) tool was developed by the investigator Mr.M.Balamurugan, research fellow, Department of education, Madras University, and his supervisor Dr. D.Kumaran, Professor and HOD of education, Madras University.

Students' Stress Rating Scale (SSRS) tool was used to assess the stress among first year B.Sc Nursing students. It consists of structured interview schedule regarding students' aspects of stress.

Students' Stress Rating Scale (SSRS) is a seven-point scale, the scores respectively 6,5,4,3,2,1,0 with 35 items. The maximum questions were 35 and the maximum marks were 210.

The students were requested to give responses based on the frequency of experiencing a particular stress against seven options given namely:

- 1) Everyday - score 6
- 2) Once in 2/3 days - score 5
- 3) Once in a week - score 4
- 4) Once in fortnight - score 3
- 5) Once in a month - score 2
- 6) Rarely - score 1
- 7) Never - score 0

Scoring:

- * Less than 35 = not consider as stress
- * 35 to 70 = low stress
- * 71 to 105 = mild stress
- * 106 to 140 = moderate stress
- * 141 to 175 = high stress
- * 176 to 210 = profound stress

TESTING OF THE TOOL**Reliability:**

Reliability is the degree of consistency or dependability with which instrument measures the attribute is designed to measure.

The reliability of the Students' Stress Rating Scale (SSRS) was assessed by using test retest method

Validity:

Validity is the degree to which an instrument measures what is intended to measure.

The validity of tool obtained from the experts in the field of nursing and Psychiatric medicine. The suggestions and advices given by experts were considered and corrected.

PILOT STUDY

The preliminary form used for the pilot study contained 10 items. For the pilot study, students were selected from Jainee College of nursing in Dindigul district. Proper instructions were given before the administration of the scale. The subjects were asked to respond to all the statements and no time limit was imposed. During the

time of administration of the scale the investigator gave proper assistance and directions whenever and wherever necessary.

Data collection method

After getting the permission from the concerned authorities, researcher will explain the purpose of the study to the students. After obtaining informed consent from the students, pre-test will be conducted by using student stress scale. After administration of 'So Hum' meditation post-test will be conducted using the same tool.

Data analysis plan

The data being collected through student stress scale will be carefully recorded and analysed through following statistical techniques.

- Frequency and percentage analysis used to describe the demographic characteristics of variables.
- Mean, Median, and Standard deviation of stress score of first year B. Sc. nursing students before and after the administration of 'So Hum' meditation.
- Mean, mean difference, standard error mean difference and 't' value of stress score of B.Sc. Nursing first year students before and after the administration of 'So Hum' meditation
- Paired t- test will be carried out to assess the pre and post-test to know the level of stress among first year B. Sc. nursing students in control group and experimental group.
- Chi square analysis will be used to determine the association between demographical variables with stress among first year B. Sc. nursing students in control and experimental group.

PROTECTION OF HUMAN RIGHTS

A formal concern was obtained from the respondents of the study (first year B.Sc nursing students) before administering the interview schedule. The investigator explained objectives purpose and goal of present study to the concern college principals, and students in order to get the maximum cooperation.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

All meanings, we know depend on the key of interpretation.

-George Eliot

The process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research experiment. Data from various sources is gathered, reviewed, and then analysis method, some of which include data mining, text analytics, business intelligence and data visualizations.

Analysis is a process of organizing and synthesizing data so as to answer research questions and test hypothesis. (Poilt and Beck, 2010)

This chapter describes analysis and interpretation of data collected to evaluate the effectiveness of administration of 'So Hum' Meditation on stress among 1st year B.Sc (N) Students in selected Nursing Colleges at Dindigul district. The collected data was organized, analyzed and tabulated by using descriptive and inferential statistics.

These data's were represented as follows.

Objective-I: Data on demographic variables of the First year B.Sc (N) Students in the experimental and control group.

Objective-II: Data on level of stress among First year B.Sc (N) Students in experimental and control group.

Objective-III: Data on effectiveness of administration of 'So Hum' meditation on stress among First year B.Sc (N) Students.

Objective-IV: Data on association between the pre-test level of stress First year B.Sc (N) Students in control group and their selected demographic variables.

Objective-V: Data on association between the pre-test level of stress among First year B.Sc (N) Students in experimental group and their selected demographic variables.

OBJECTIVE-I: Data on demographic variables of the First year B.Sc (N)**students in experimental and Control group**

Table: I Frequency and percentage distribution of First year B.Sc (N) Students according to their demographic data.

(N=30+30)

Demographic data		Experimental group		Control group	
		f	%	f	%
1. Age	18 yrs	22	73.3	19	63.3
	19 yrs	7	23.3	7	23.3
	20 yrs &	1	3.3	4	13.3
	Above				
2. Gender	Female	30	100	28	93.3
	Male	0	0	2	6.7
3. Religion	Christian	4	13.3	7	23.3
	Hindu	25	83.3	21	70.0
	Muslim	1	3.3	2	6.7
4. Medium studied in higher sec. school	Tamil	27	90.0	25	83.3
	English	3	10.0	3	10.0
	Others	0	0	2	6.7
5. Type of family	Joint family	6	20.0	8	26.7
	Nuclear	19	63.3	18	60.0
	Single parent	5	16.7	4	13.3
6. No of Siblings	Nil	2	6.7	4	13.3
	One	15	50.0	11	36.7
	Two	8	26.7	9	30.0
	Morethan2	5	16.6	6	20.0
7. Order of birth	First child	14	46.7	11	36.7
	Middle child	6	20.0	8	26.7
	Last child	8	26.7	7	23.3
	One child	2	6.6	4	13.3
8. Status of the family	Lower middle class	21	70.0	22	73.3

	Middle class	9	30.0	8	26.7
	Upper class	0	0	0	0
9. No. Of Friends	Nil	6	20.0	5	16.7
	One	11	36.6	7	23.3
	Two	8	26.7	8	26.7
	More than 2	5	16.7	10	33.3
10. Do you love your profession truly?	Yes	11	36.7	9	30.0
	No	19	63.3	21	70.0

EXPERIMENTAL GROUP

The above table shows that among 30 samples, with regards the majority 22 (73.3%) samples belonged to the **age group** 18 years, whereas only 1 (3.3%) of the sample belonged to the age group of 20 years and above.

Regarding **Gender** all 30 (100%) samples were belonged to Females.

Regarding **Religion** majority 25 (83.3%) samples belonged to the Hindu religion, where as only 1 (3.3%) of the samples belonged to the Muslim religion.

About **Medium studied in higher secondary school** 27 (90.0%) of the samples belongs to Tamil medium and only 3 (10.0%) of the samples belongs to English medium.

In relation to **Type of the family** 19 (63.3%) of the samples belongs to Nuclear family and 5 (16.7%) of the students belongs to single parent.

With regards **Number of siblings** 15 (50.5%) of students had only one sibling and only 2 (6.7%) of the students had no siblings.

Regarding **Order of birth** 14 (46.7%) of students are first child in their family and only 2 (6.7%) of students are the single child in their family.

In **Status of the family** majority 21 (70.0%) students are belongs to lower middle class family background and 9 (30.0%) of the students are belongs Middle class family back ground.

About **Number of friends** 11 (36.6%) of students did not have friends and 5 (16.7%) of the students had more than two friends.

About the question of **“Do you love your profession?”** 19 (63.3%) of the students says that, “No” and 11 (36.7%) of them says that, “Yes”.

CONTROL GROUP

The above table shows that among 30 samples, with regards majority 19 (63.3%) samples belonged to the **age group** 18 years whereas only 4 (13.3%) of the sample belonged to the age group of 20years and above.

Regarding **Gender** 28 (93.3%) samples are Females and only 2 (6.7%) of them are males.

Regarding **Religion** 21 (60.0%) of the samples belonged to the Hindu religion, where as only 2 (6.7%) of the samples belonged to the Muslim religion.

About **Medium studied in higher secondary school** 25 (83.3%) of the samples belongs to Tamil medium and only 2 (6.7%) of the samples belongs to Malayalam medium.

In relation to **Type of family** 18 (60.0%) of the samples belongs to Nuclear family and 4 (13.3%) of the students belongs to single parent.

With regards **Number of siblings** 11 (36.7%) of students had only one sibling and 4 (13.3%) of the students not had siblings.

Regarding **Order of birth** 11 (36.7%) of students are first child in their family and 4 (13.3%) of students are the single child in their family.

About **Status of the family** 22 (73.3%) of the students are belongs to lower middle class family background and 8 (26.7%) of the students are belongs to 9 (30.0%) of the students belongs to Middle class family back ground.

About **Number of friends** majority 10 (33.3%) of students had more than two friends and 5 (16.7%) of the students did not had friends.

About the question of **“Do you love your profession?”** 21 (70.0%) of the students says that, “No” and 9 (30.0%) of them says that, “Yes”.

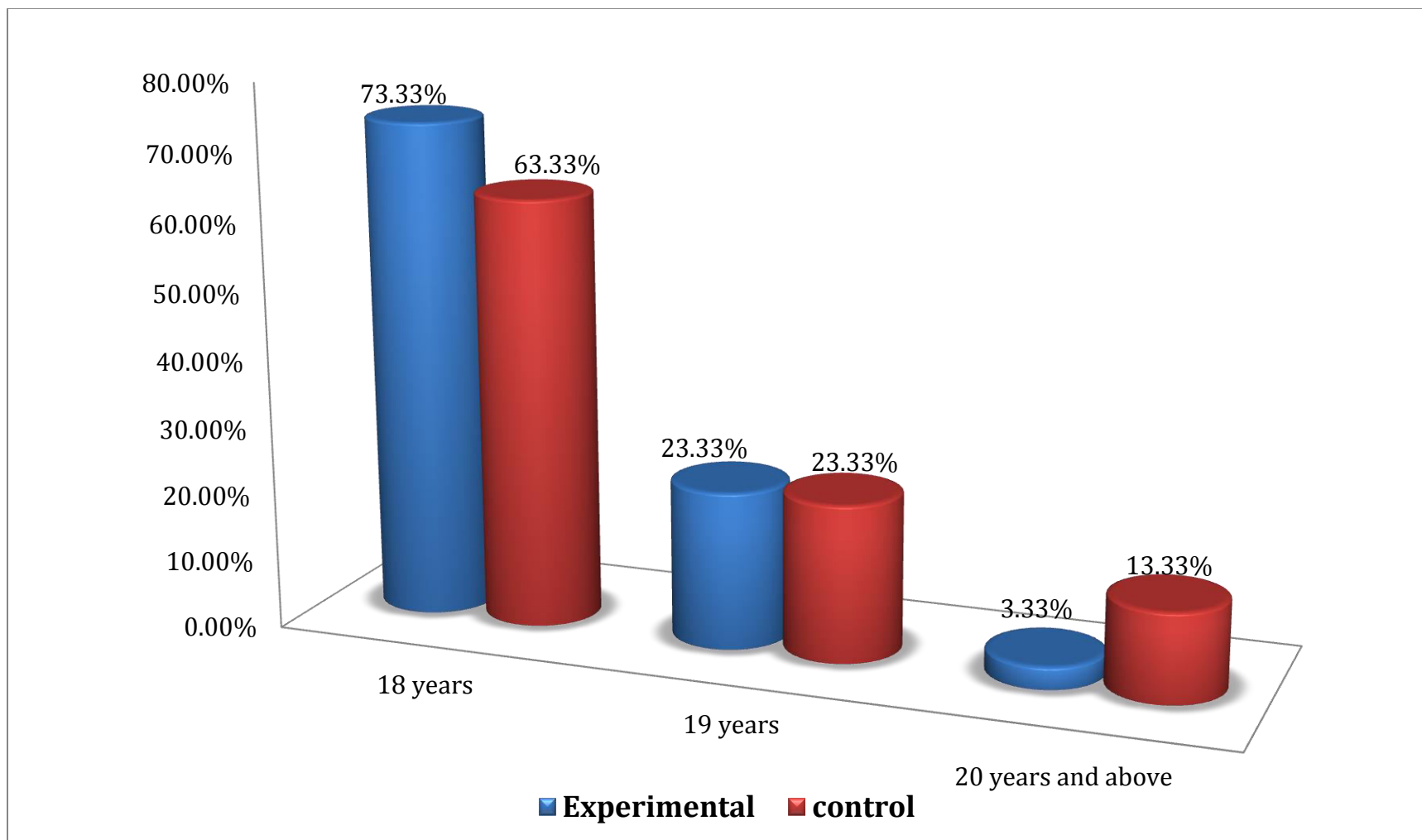


Figure 3: Distribution of first year B.Sc (N) students according to their age.

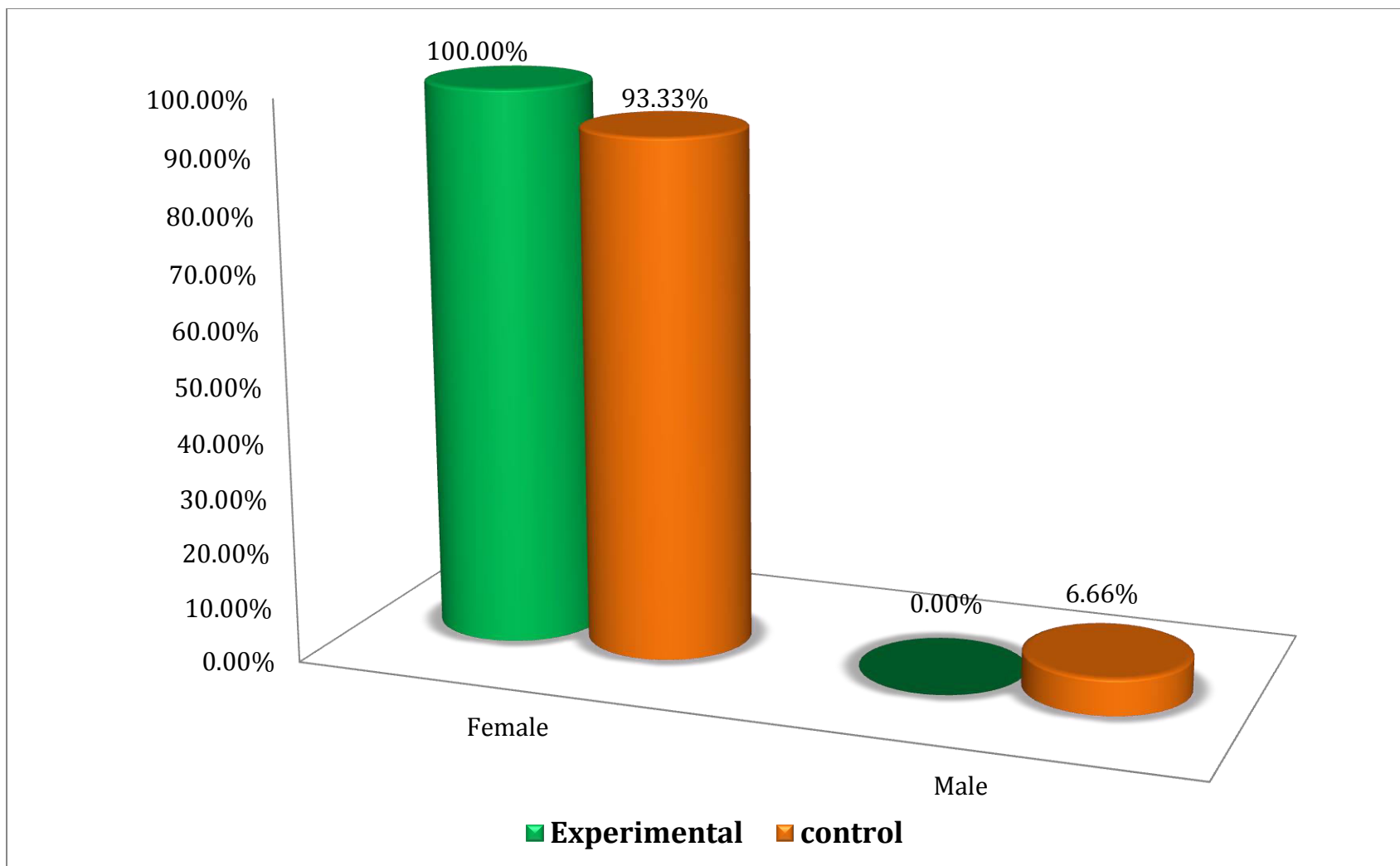


Figure 4: Distribution of first year B.Sc (N) students according to their Gender.

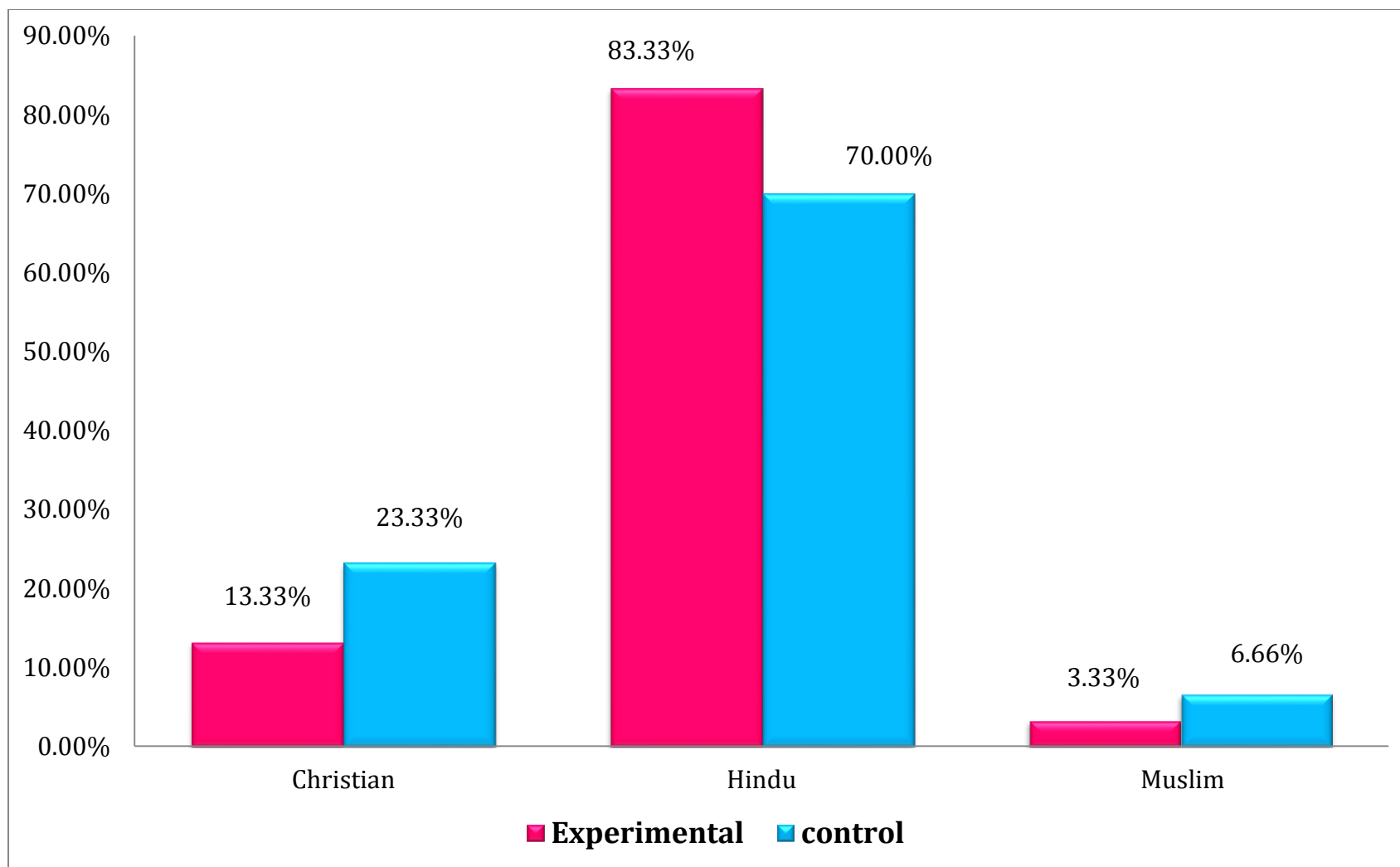


Figure 5: Distribution of first year B.Sc (N) students according to their Religion.

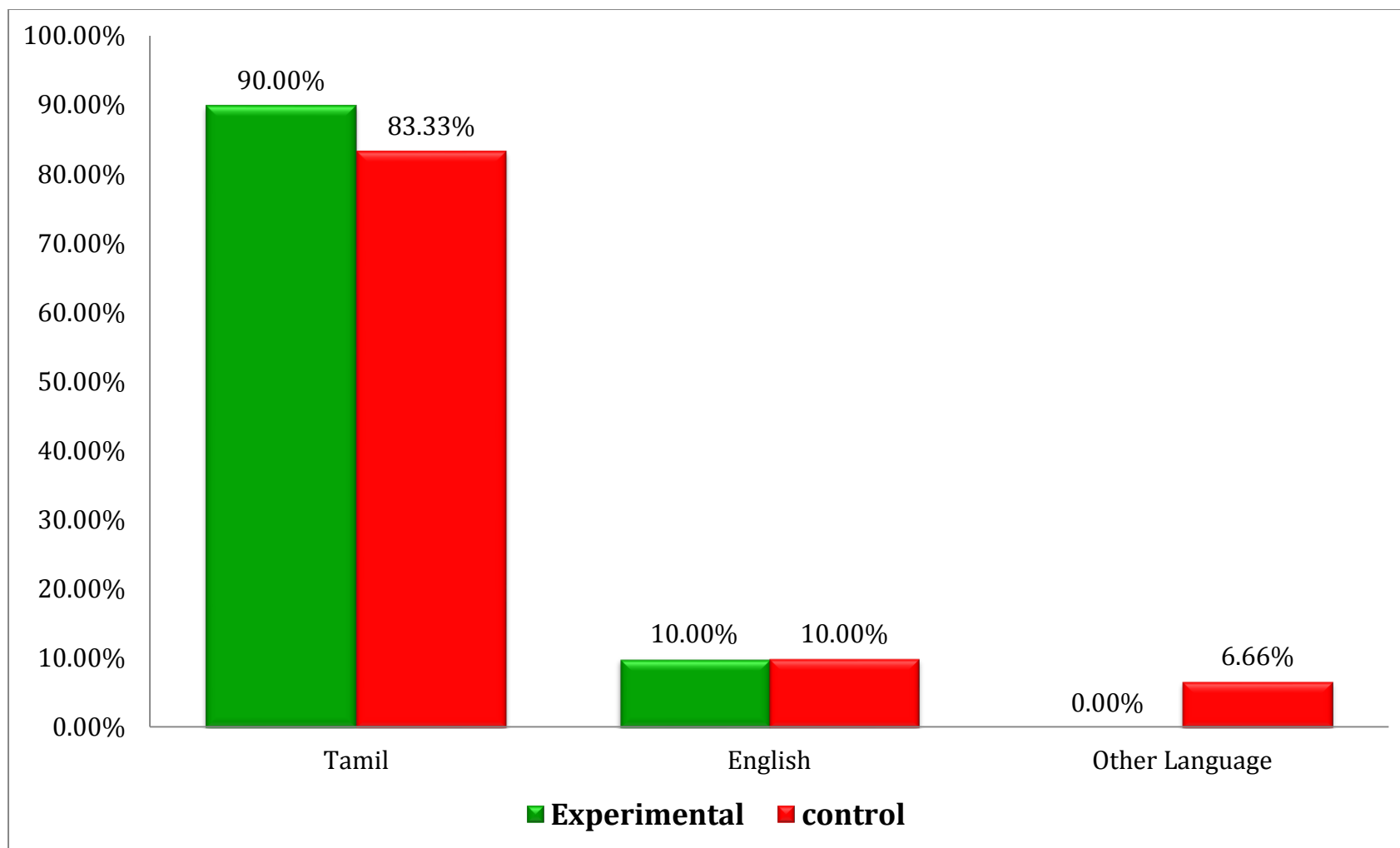


Figure 6: Distribution of first year B.Sc (N) students according to their Medium studied in higher secondary school.

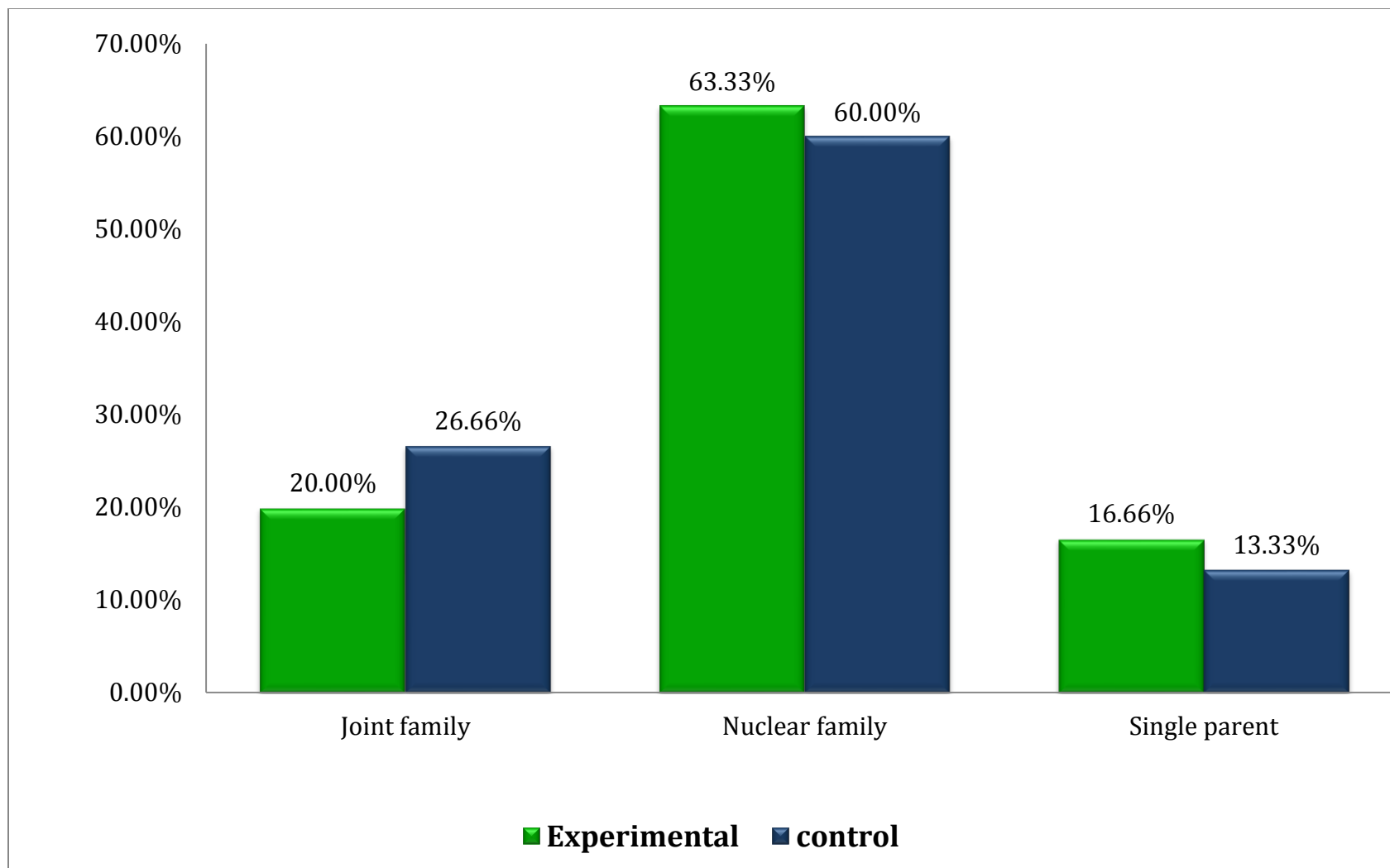


Figure 7: Distribution of first year B.Sc (N) students according to their Type of family.

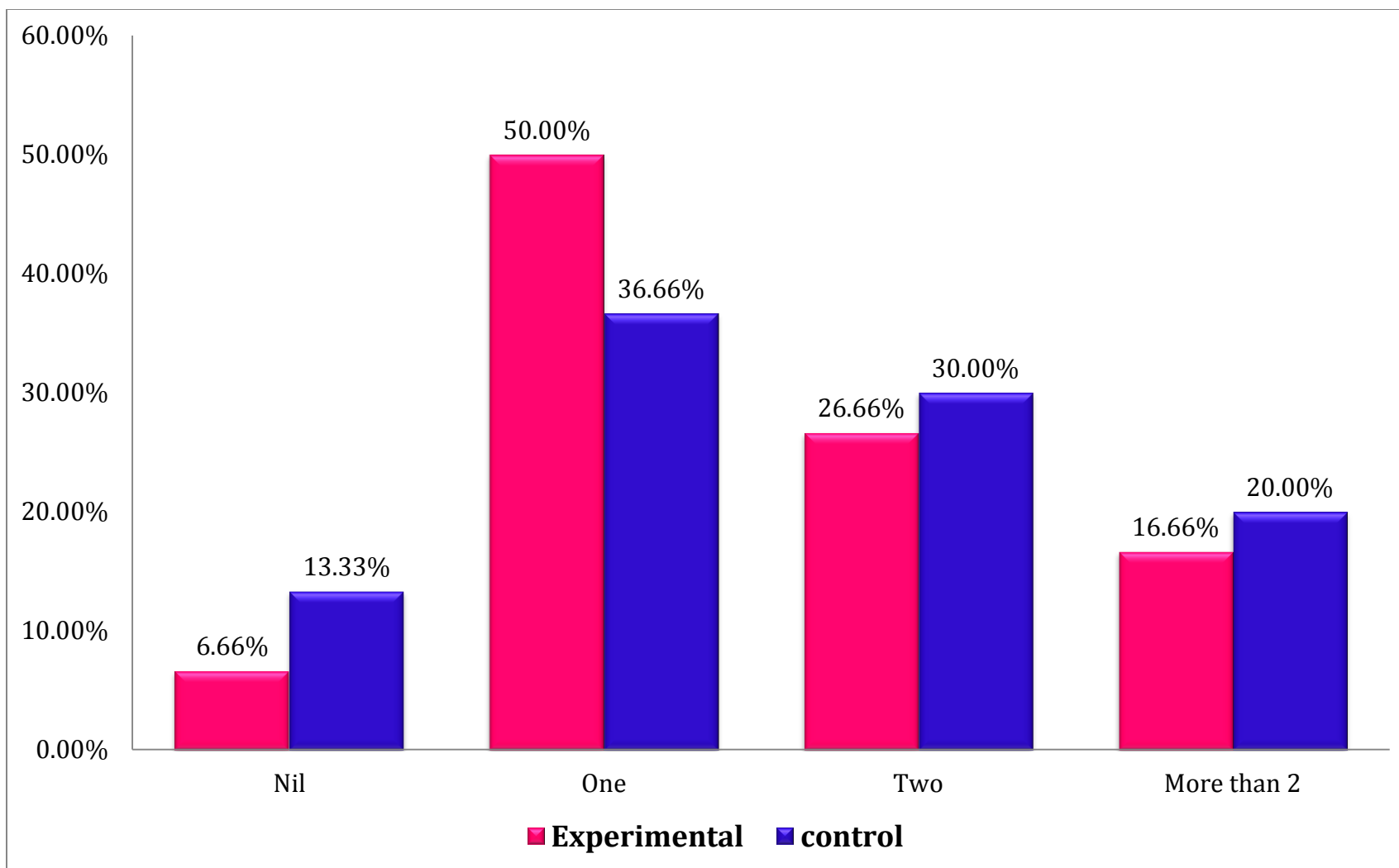


Figure 8: Distribution of first year B.Sc (N) students according to their Number of siblings.

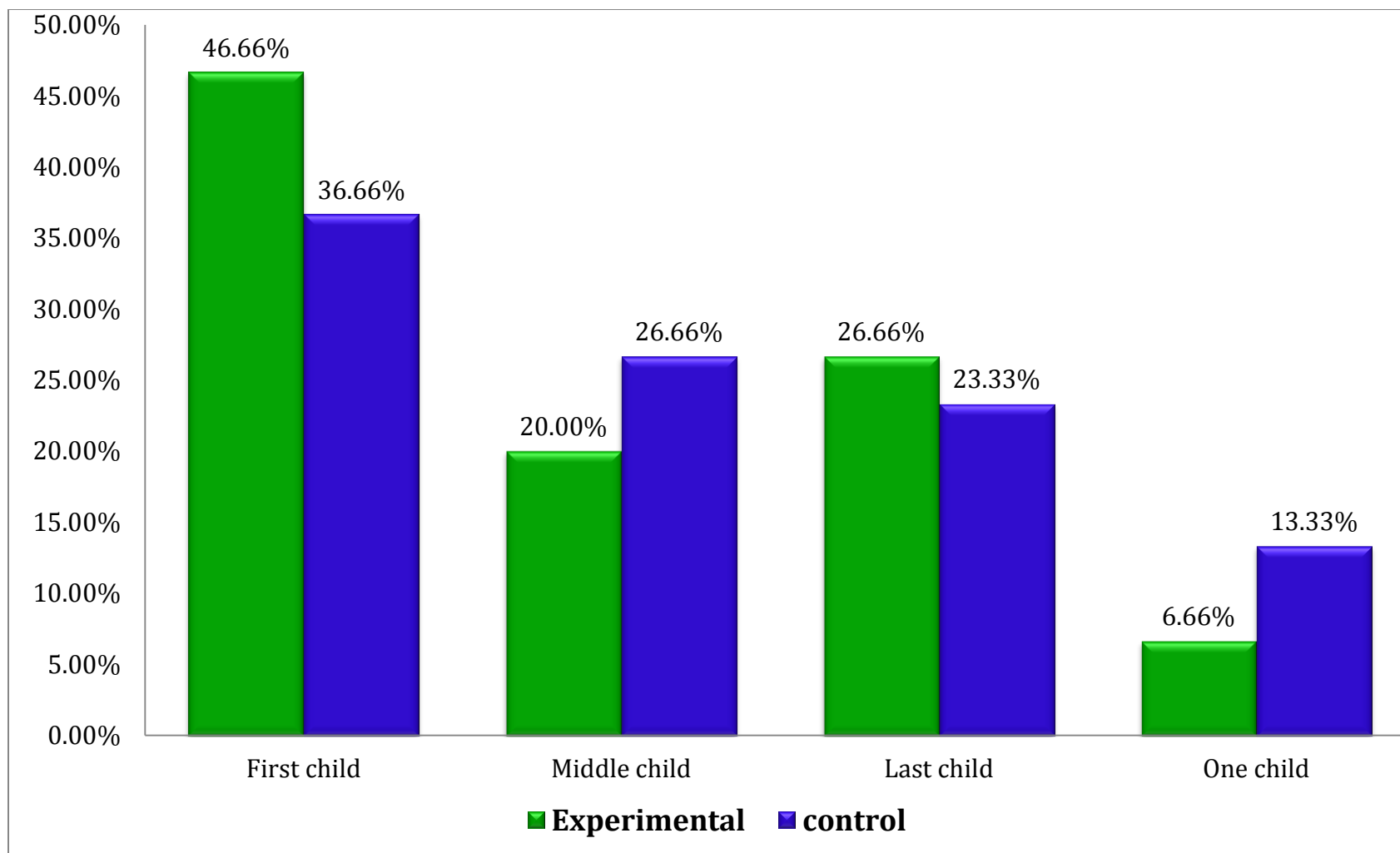


Figure 9: Distribution of first year B.Sc (N) students according to their Order of birth.

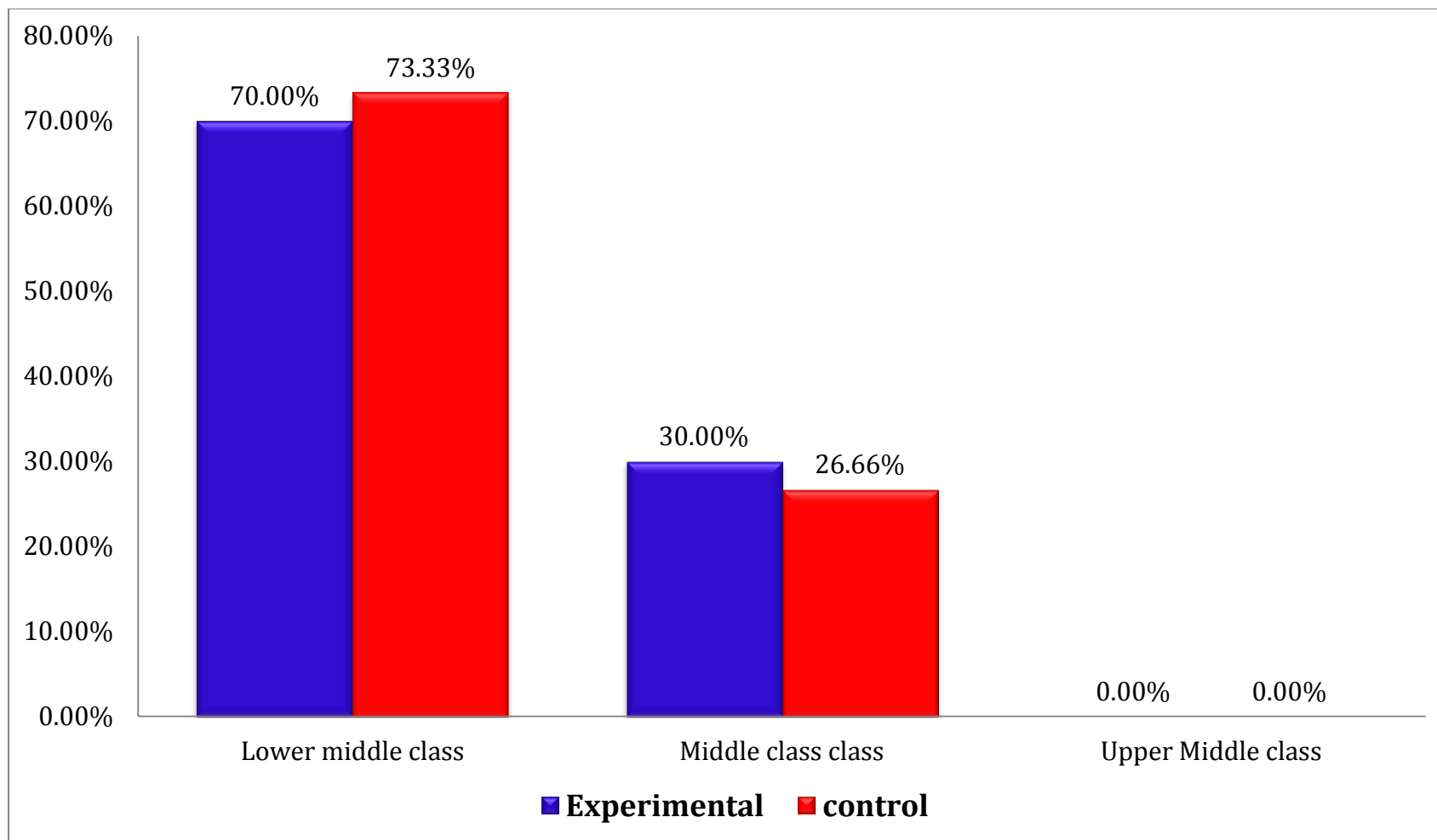


Figure 10: Distribution of first year B.Sc (N) students according to their Status of the family.

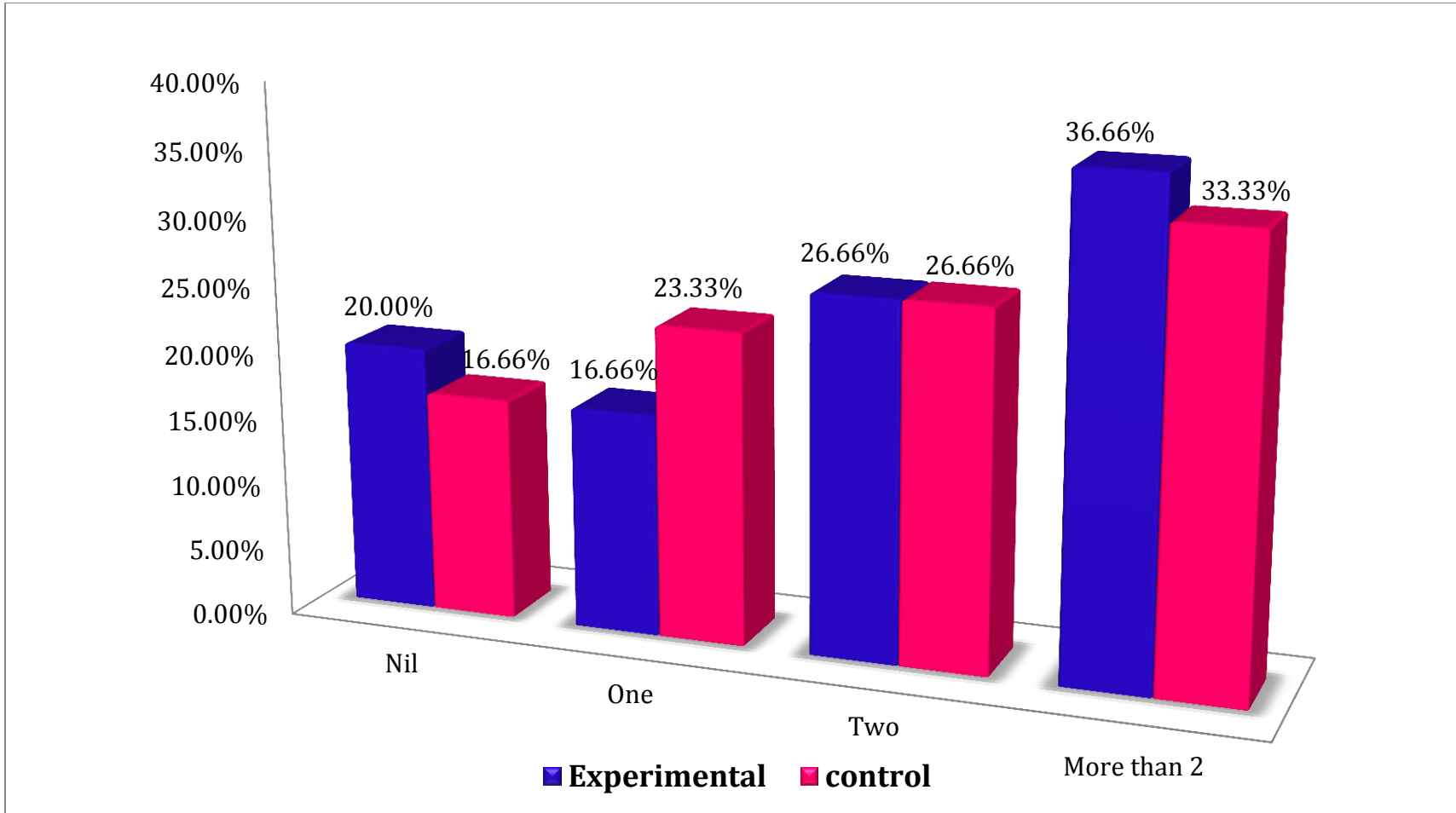
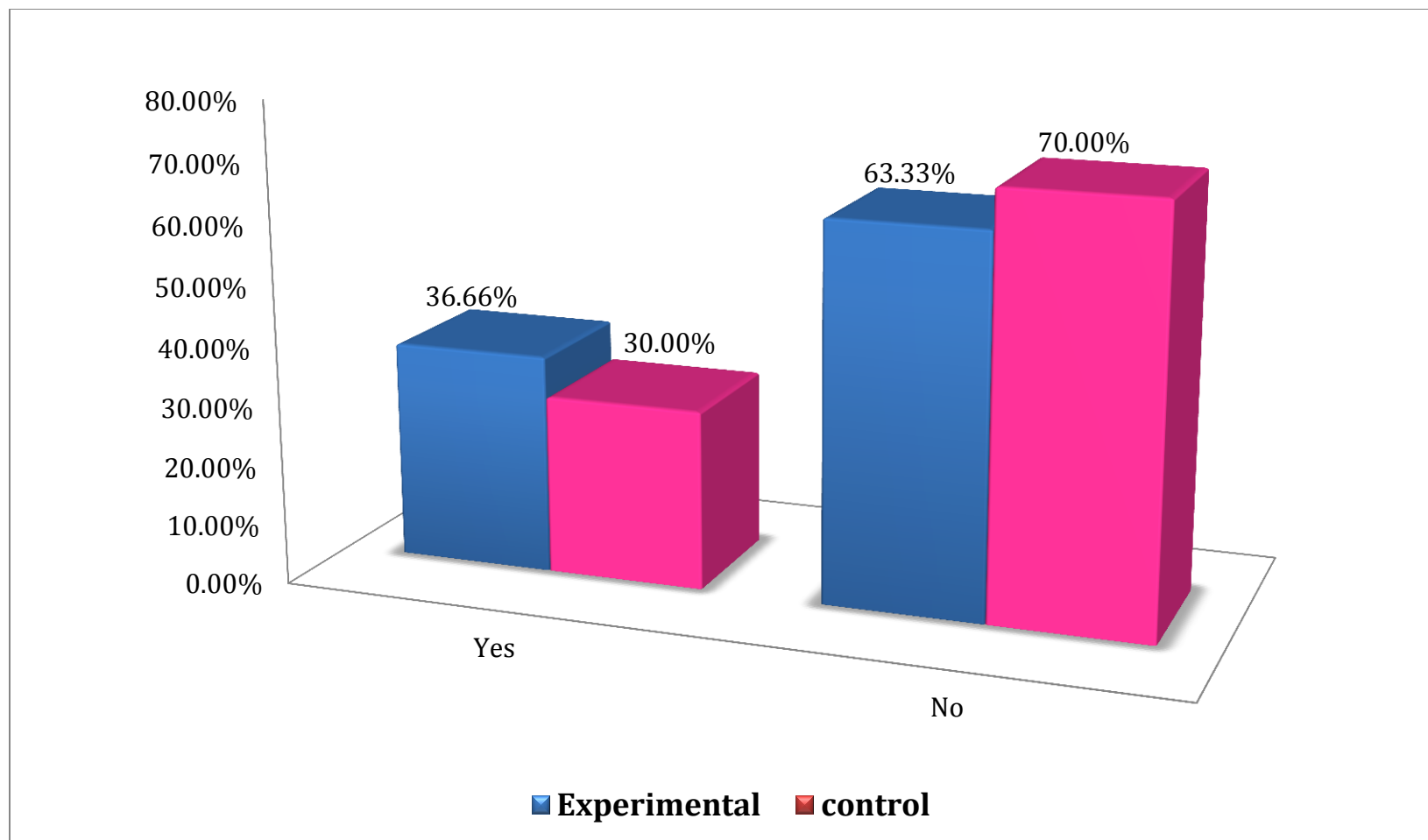


Figure 11: Distribution of first year B.Sc (N) students according to their Number of friends.



**Figure 12: Distribution of first year B.Sc (N) students according to the answer of the Question
“Do you love your profession truly?”.**

OBJECTIVE- II: Data on level of stress among first year B.Sc (N) students in experimental and control group

Table- 2: Frequency and percentage for level of stress among 1st year B.Sc (N) students in experimental and control group.

Level of stress score	Experimental group				Control Group			
	Pre test		Post test		Pre test		Post test	
	f	%	f	%	f	%	f	%
Not consider as stress < 35	0	0	10	33.33	0	0	0	0
Low stress (36 – 70)	0	0	14	46.67	0	0	0	0
Mild stress (71-105)	0	0	6	20	0	0	0	0
Moderate stress (106 – 140)	4	13.33	0	0	6	20.00	6	20.00
High stress (141 – 175)	24	80.00	0	0	20	66.67	20	66.67
Profound stress (176 – 210)	2	6.67	0	0	4	13.33	4	13.33
Total	30	100%	30	100%	30	100%	30	100%

The above table shows that in *experimental group*, the pre test scores on the level of stress 4 (13.33%) had Moderate stress and 24 (80%) had High stress, and 2 (6.67%) had Profound stress respectively. Whereas post test scores on the level of stress 10 (33.33%) had No stress and 14 (46.67%) had Low stress, and 6 (20%) had Mild stress respectively.

In *control group*, the pre test scores on the level of stress 6 (20%) had Moderate stress and 20 (66.67%) had High stress, and 4 (13.33%) had Profound stress respectively. Whereas post test scores on the level of stress also 6 (20%) had

Moderate stress and 20 (66.67%) had High stress, and 4 (13.33%) had Profound stress respectively.

This finding reveals that, in experimental group after the administration of ‘So Hum’ meditation the level of stress among first year B.Sc Nursing students were reduced in post test than pre test. But in control group there is no change in stress level among first year B.Sc Nursing students

EXPERIMENTAL GROUP

Pre test and post test level of stress score

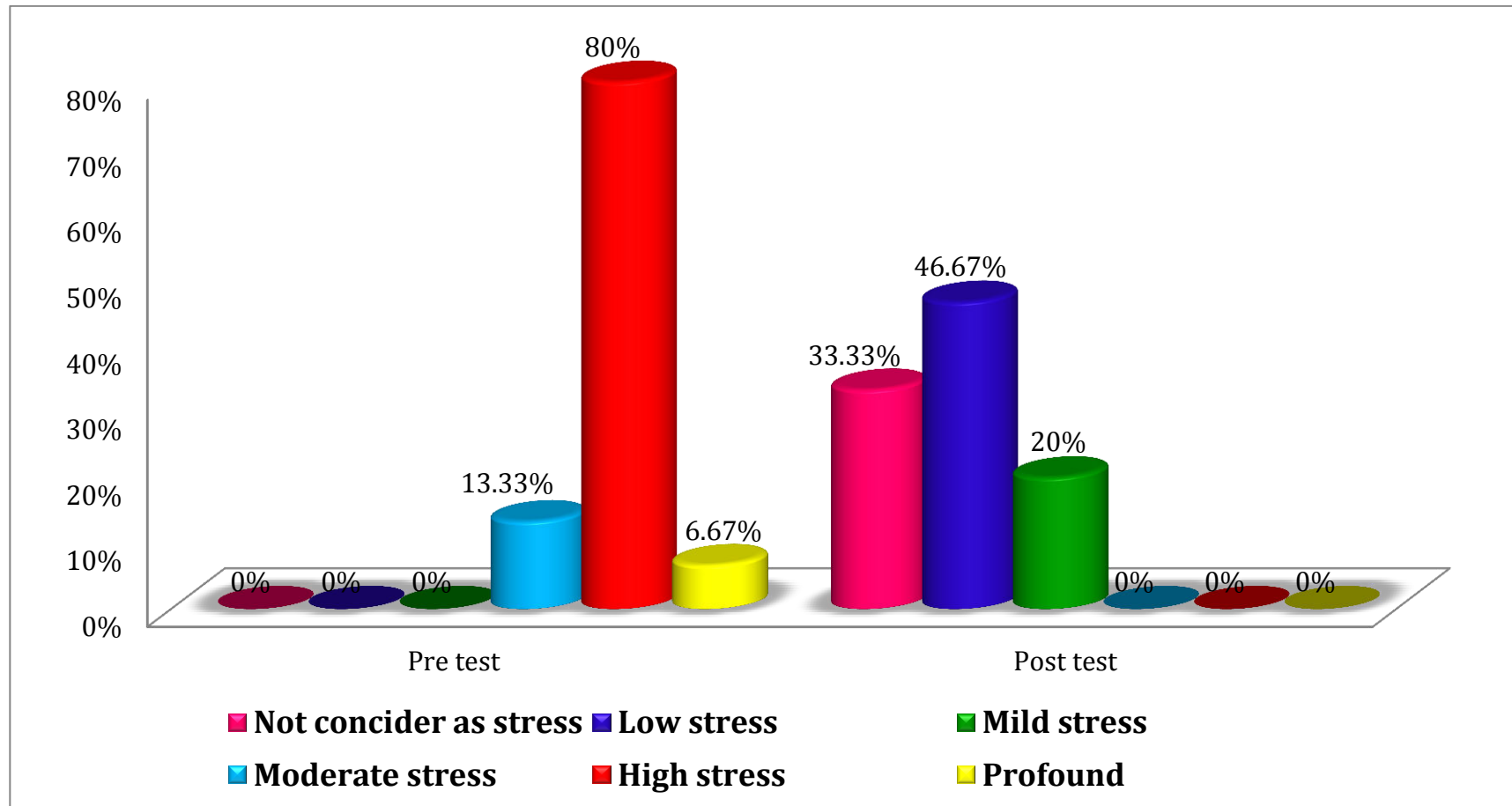


Figure 13. Level of stress among first year B.Sc Nursing students in experimental group

CONTROL GROUP

Pre test and post test level of stress score

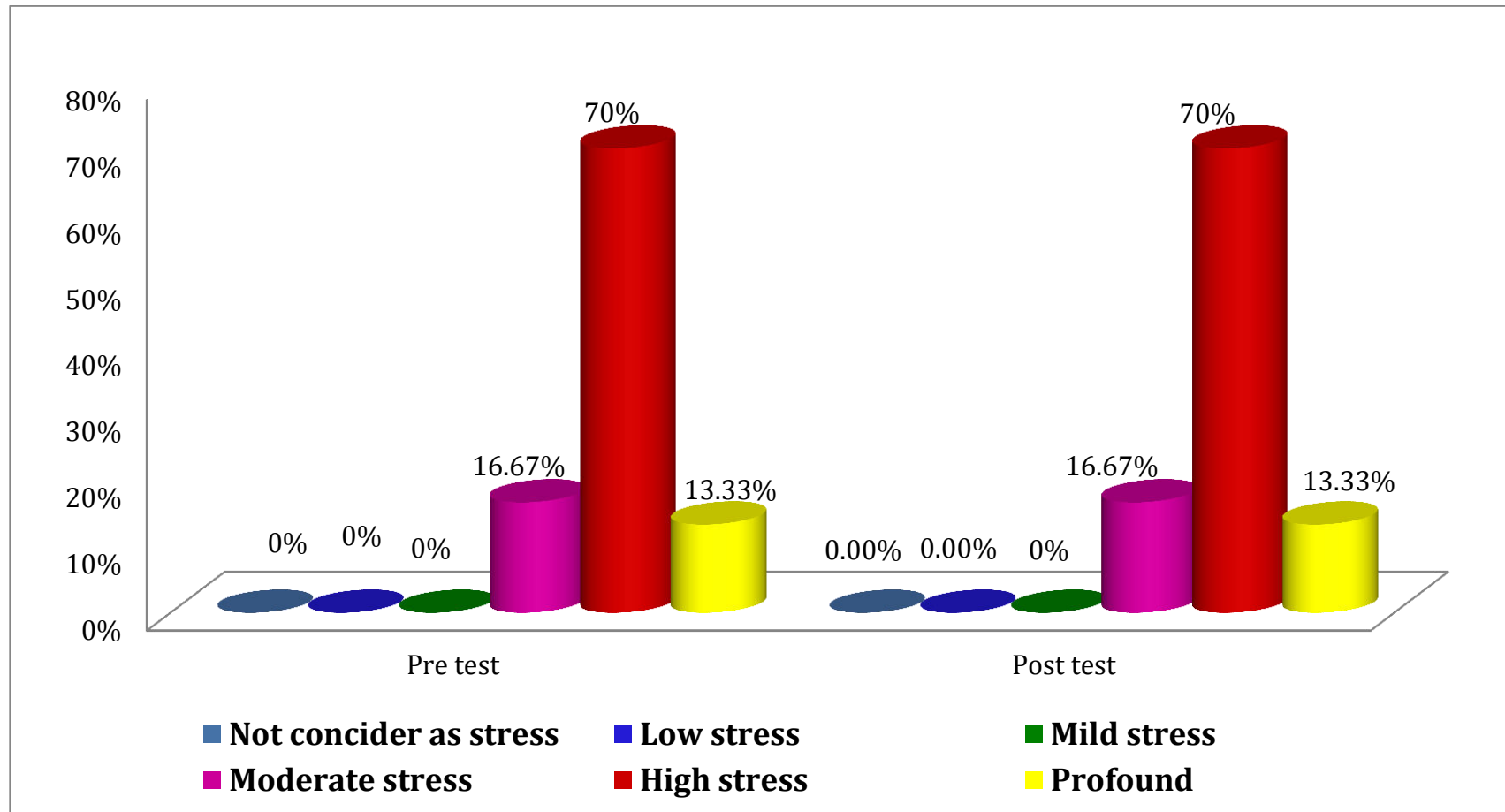


Figure 14. Level of stress among first year B.Sc Nursing students in control group

OBJECTIVE-III: Date of effectiveness of administration of ‘So Hum’ meditation on level of stress among first year B.Sc (N) students

Table -3.1 Mean, SD and ‘t’ value on level of stress in Control Group.

(N=30)

Domains	Control Pre-test		Control Post – test		Mean difference	‘t’-value	Tablated value
	Mean	SD	Mean	SD			
Stress score	155.67	402.89	155.67	402.89	0	2.43	NS 2.75

***NS= Not significant**

The above table shows that the control group calculated value was 2.43 and the tablatde’t’ value is 2.756, which was not significant at $P < 0.05$.

It can be concluded that there is no much difference in pre test and post test in control group

Table-3.2 Mean, SD and ‘t’ value on level of stress in Experimental Group.

(N=30)

Domains	Experimental Pre-test		Experimental Post – test		Mean difference	‘t’- value	Tablated value
	Mean	SD	Mean	SD			
Stress score	155.67	239.55	48.33	631.55	107.34	31.56	S 1.699

***S= Significant**

The above table shows that the experimental group calculated value was 31.56, and the table value is 1.699, which was significant at $P > 0.01$ level.

Hence H_1 is accepted. It can be concluded that ‘So Hum’ meditation was effective in reducing the stress level among first year B.Sc (N) students.

**Table-3.3 Mean, SD and ‘t’ value on level of stress among first year B.Sc
(N) students in Experimental and Control Group post test**

(N= 30+30)

Domains	Control Post-test		Experimental Post – test		Mean difference	‘t’ value	Tabulated value
	Mean	SD	Mean	SD			
Stress score	155.67	402.89	48.33	631.55	107.34	20.73	S 2.66

***S= Significant**

The above table shows that the calculated value was 20.73, and the table value is 2.66, which was significant at $P > 0.01$.

Hence H_1 is accepted. It can be concluded that the ‘So Hum’ meditation was effective in reducing the stress level in experimental group among first year B.Sc (N) students.

OBJECTIVE –IV: Data on association between the pre test level of stress among first year B.Sc (N) in control group and their demographic variables.

Table: 4 – Frequency percentage distribution of Chi-square control group (N= 30)

Demographic variables	Moderate stress		High stress		Profound		χ^2 -value	P- value
	f	%	f	%	f	%		
1. Age								
a. 18 yrs	4	21.05	13	68.42	2	10.52	0.43	NS 18.31
b. 19 yrs	1	14.28	5	71.43	1	14.28		
c. 20 yrs & Above	0	0	3	75	1	25		
2. Gender								
a. Female	4	14.28	20	71.43	4	14.28	0.3	NS 11.07
b. Male	1	50	1	50	0	0		
3. Religion								
a. Christian	0	0	7	100	0	0	1.66	NS 18.31
b. Hindu	4	19.05	13	61.9	4	19.05		
c. Muslim	1	50	1	50	0	0		
4. Medium studied in HSS								
a. Tamil	2	8	19	76	4	16	3.23	NS 18.31
b. English	2	66.67	1	33.33	0	0		
c. Other language	1	50	1	50	0	0		
5. Type of family								
a. Joint family	3	37.5	4	50	1	12.5	2.54	NS 18.31
b. Nuclear family	1	5.56	15	83.33	2	11.11		
c. Single parent	1	25	2	50	1	25		
6. No of Siblings								
a. Nil	1	25	2	50	1	25	1.98	NS 24.99
b. One	3	27.27	7	63.63	1	9.09		
c. Two	1	11.11	8	88.89	0	0		
d. Morethan2	0	0	4	66.67	2	33.33		
7. Order of birth								
a. First child	1	9.09	9	81.82	1	9.09	8.17	NS 24.99
b. Middle child	0	0	7	87.5	1	12.5		
c. Last child	1	14.28	5	71.43	1	14.28		
d. One child	3	75	0	0	1	25		

8. Status of the family								
a. Lower middle class	4	18.18	15	68.18	3	13.63	0.26	NS 18.31
	1	12.5	6	75	1	12.5		
b. Middle class	0	0	0	0	0	0		
c. Upper class								
9. No. of Friends								
a. Nil	1	20	1	20	3	60	7.11	NS 24.99
b. One	1	14.29	6	85.71	0	0		
c. Two	1	12.5	7	87.5	0	0		
d. More than 2	2	20	7	70	1	10		
10. Do you love your profession truly?								
a. Yes	2	22.22	6	66.67	1	11.11	0.109	NS 11.07
b. No	3	14.28	15	71.43	3	14.28		

***S= Significant**

***NS= Non Significant**

In control group the above table shows that, there was statistically no significant association between the level of stress among first year B.Sc (N) students and their demographic variables.

OBJECTIVE –V: Data on association between the pre test level of stress among first year B.Sc (N) in experimental group and their demographic variables.

Table: 5 – Frequency percentage distribution of Chi-square value on experimental group

(N=30)

Demographic variables	Moderate stress		High stress		profound		χ^2 - value	P- value
	f	%	f	%	f	%		
1. Age								
a. 18 yrs	3	13.64	17	77.27	2	9.09	4.01	NS 18.31
c. 19 yrs	1	14.29	6	85.71	0	0		
b. 20 yrs & Above	0	0	1	100	0	0		
2. Gender								
a. Female	4	13.33	24	80	2	6.67	0.2	NS 11.07
b. Male	0	0	0	0	0	0		
3. Religion								
a. Christian	1	25	3	75	0	0	4.21	NS 18.31
b. Hindu	2	8	21	84	2	8		
c. Muslim	1	100	0	0	0	0		
4. Medium studied in HSS								
a. Tamil	2	7.41	23	85.18	2	7.41	4.24	NS 18.31
b. English	2	66.67	1	33.33	0	0		
c. Other language	0	0	0	0	0	0		
5. Type of family								
a. Joint family	2	33.33	3	50	1	16.67	2.41	NS 18.31
b. Nuclear family	1	5.26	18	94.74	0	0		
c. Single parent	1	20	3	60	1	20		
6. No of Siblings								
a. Nil	0	0	1	50	1	50	3.69	NS 24.99
b. One	1	6.67	14	93.33	0	0		
c. Two	1	12.5	7	87.5	0	0		
d. Morethan2	2	40	2	40	1	20		

7. Order of birth								
a. First child	1	7.14	12	85.71	1	7.14		NS
b. Middle child	1	16.67	5	83.33	0	0	1.69	
c. Last child	2	25	6	75	0	0		24.99
d. One child	0	0	1	50	1	50		
8. Status of the family								
a. Lower middle class	3	14.29	16	76.19	2	9.52	0.14	NS
b. Middle class	1	11.11	8	88.89	0	0		18.31
c. Upper class	0	0	0	0	0	0		
9. No. of Friends								
a. Nil	3	27.27	6	54.54	2	18.18		NS
b. One	0	0	6	100	0	0	3.05	
c. Two	0	0	8	100	0	0		24.99
d. More than 2	1	20	4	80	0	10		
10. Do you love your profession truly?								
a. Yes	3	27.27	8	72.73	0	0	11.8	S
b. No	1	5.26	16	84.21	2	10.53		11.07

***S= Significant**

***NS= Non**

Significant

The above table shows there was statistically no significant association between the level of stress among first year B.Sc (N) students and their demographic variables except “**Do you love your profession truly?**”.

There was statistically significant association between level of stress among B.Sc (N) students and their demographic variable “**Do you love your profession truly?**”

CHAPTER –V

DISCUSSION

This study was conducted to assess the effectiveness of ‘so hum’ meditation in reducing level of stress among first year B.Sc Nursing students in selected college of nursing at Dindigul district.

The discussion was based on the objectives specified in this study.

The first and second objectives were to assess the pre test and post test level of stress among first year B.Sc (N) students in experimental group and control group.

The findings shows that in *experimental group*, the pre test scores on the level of stress 4 (13.33%) had Moderate stress and 24 (80%) had High stress, and 2 (6.67%) had Profound stress respectively. Whereas post test scores on the level of stress 10 (33.33%) had No stress and 14 (46.67%) had Low stress, and 6 (20%) had Mild stress respectively.

In *control group*, the pre test scores on the level of stress 5 (16.67%) had Moderate stress and 21 (70%) had High stress, and 4 (13.33%) had Profound stress respectively. Whereas post test scores on the level of stress 6 (20%) had Moderate stress and 20 (66.67%) had High stress, and 4 (13.33%) had Profound stress respectively.

This finding reveals that, in experimental group after the administration of ‘So Hum’ meditation the level of stress among first year B.Sc Nursing students were reduced in post test than pre test.

In the year of 2013 Mrs. Raji K. Rajan conducted the study to assess the effectiveness of yoga therapy to reduce the stress level among B.Sc (N) students in

Bangalore. The findings of pre test the majority 25(42%) students had moderate stress and only 5 (16.6%) students had severe stress. In post test, majority 58(97%) students had moderate stress and only 2(3%) students had mild stress and none of them had severe stress.

A study was conducted to determine the perceived level of stress and coping behaviour among B. Sc. nursing students in selected colleges at Mangalore. There were about 40 samples taken by simple random technique. The study tool consisted of Socio demographic variable, perceived stress scale and coping check list. The collected data edited, complied and analysed by using both descriptive and inferential statistics. The study found that 55% of the sample experienced severe stress, 12.5% of the sample experienced moderate level of stress and 32.5% of the sample experienced mild level of stress. The study concluded that stress may aroused from their work, contact with patients, demands of the organization.

The third objective of the study was to evaluate the effectiveness of ‘So Hum’ meditation in Pre test and Post –test among first year B.Sc(N) students in Control group and experimental group

Mean, SD and ‘t’ value on level of stress in Control Group: The finding shows that the control group calculated value was 2.43 and the tablatde’t’ value is 2.756, which was not significant at $P < 0.05$. It can be concluded that there is no much difference in pre test and post test in control group

Mean, SD and ‘t’ value on level of stress in experimental Group: The finding shows that the experimental group calculated value was 31.56, and the table value is 1.699, which was significant at $P > 0.01$ level. Hence H_1 is accepted. It can be concluded that ‘So Hum’ meditation was effective in reducing the stress level among first year B.Sc (N) students.

Mean, SD and 't' value on level of stress among first year B.Sc (N) students in Experimental and Control Group post test: The finding shows that the calculated value was 20.73, and the table value is 2.390, which was significant at $P > 0.01$. Hence H_1 is accepted. It can be concluded that the 'So Hum' meditation was effective in reducing the stress level in experimental group among first year B.Sc (N) students.

Mr. Piyush Raj (Lecturer), Ms. Poonam Sharma, Assistant Professor, Amity College of Nursing conducted Study To Assess And Evaluate The Effectiveness Of 'So Hum' Meditation In Reducing Stress Among B. Sc. Nursing First Year Students at Selected Nursing College Uttar Pradesh. The finding shows that the mean stress score of B.Sc. Nursing first year students before 'So Hum' meditation was 36.60 and the mean stress score after 'So Hum' meditation was 17.02 with the mean difference of 19.58 and standard error mean difference of .82. The computed "t" value (" t "=24.02) was statically significant at 0.05 level of significance. Thus, it is established that the difference obtained in the mean stress scores before and after 'So Hum' meditation was true difference and not by chance. Hence the null hypothesis H_0 was rejected and research hypothesis H_1 was accepted. This indicates that the administration of 'So Hum' meditation was an effective technique to reduce the stress level of B.Sc. nursing first year students.

The fourth objective of this study was to associate the pre test level of stress and demographic variables among first year B.Sc (N) students in control group and experimental group

In control group the finding shows that, there is a significant association between the level of stress among first year B.Sc (N) students and their demographic

variables such as Age, Religion, Medium studied in higher secondary school, No of Siblings, No. of Friends,

There was No association between level of stress among B.Sc (N) students and their demographic variables such as Gender, Type of family, Order of birth, Status of the family. Do you love your profession truly?

In experimental group the finding shows that, there is a significant association between the level of stress among first year B.Sc (N) students and their demographic variables such as **Age, Religion, Medium studied in higher secondary school, No of Siblings, No. of Friends, Do you love your profession truly?** In experimental group

There was No association between level of stress among B.Sc (N) students and their demographic variables such as **Gender, Type of family, Order of birth, Status of the family.**

A study was conducted in Iran on experienced stressors and coping strategies among nursing students showed exposed variety of stress among first year nursing students. . All undergraduate nursing students enrolled in years 1-4 during academic year 2004-2005 were included in this study, with a total of 35 questionnaires fully completed by the students. The student stress survey and the adolescent coping orientation for problem experiences inventory (ACOPE) were used for data collection. The study shows, “findings new friends” (76.2%) “Working with people they did not know” (63.4%), “new responsibilities” (72.1%), “started college” (65.8%) “Increased class workload” (64.2%) as sources of stress among.

CHAPTER-VI

SUMMARY AND RECOMMENDATIONS

This chapter deals with the summary and recommendations. It focuses on the implications and gives recommendations for Nursing practices, Nursing research, Nursing administration, and Nursing education.

SUMMARY

The purpose of the study was “to assess the effectiveness of ‘so hum’ meditation in reducing level of stress among first year B.Sc Nursing students in selected college of nursing at Dindigul district.

The objectives of the study were,

- ❖ To assess the pre – test and post - test level of stress among first year B. Sc. Nursing students in the experimental group and control group.
- ❖ To assess the effectiveness of ‘so hum’ meditation in experimental group.
- ❖ To find out the association between pre-test stress score with selected demographic variables.

The research design was adopted for this study is a true –experimental design (pre-test, post-test control group design). [The experimental group adopted pre test, intervention and post test. And control group adopted pre test, no intervention and post test]. The conceptual frame work based Ludwing von Bertalanffy’s general system model (1986). It consists of three factors that is input, throughput, and output. The basis assumption of the theory is the nurse has to identify the client needs, ministering the needed help and finally validating that the need for help was met.

The sample size consists of 30 students those who are studied in first year B.Sc (N) at selected college of Nursing in Dindigul district. 30 students will be

assigned for the experimental group in Sakthi College of nursing at Oddanchatram and 30 students for the control group in Bharath College of Nursing at Palani. Pre test data was collected by researcher using Student stress rating scale for both the groups on 1st day. Experimental group received intervention of 'So Hum' Meditation for 15 days (except Sundays). No intervention was given to control group. Post test was conducted by the researcher for the both the groups by using the same scale on the 17th day.

MAJOR FINDINGS OF THE STUDY

In **experimental group** the majority 22 (73.3%) samples belonged to the **age group** 18 years, whereas only 1 (3.3%) of the sample belonged to the age group of 20 years and above. Regarding **Gender** all 30 (100%) samples were belonged to Females.

Regarding **Religion** majority 25 (83.3%) samples belonged to the Hindu religion, where as only 1 (3.3%) of the samples belonged to the Muslim religion. About **Medium studied in higher secondary school** 27 (90.0%) of the samples belongs to Tamil medium and only 3 (10.0%) of the samples belongs to English medium.

In relation to **Type of the family** 19 (63.3%) of the samples belongs to Nuclear family and 5 (16.7%) of the students belongs to single parent. With regards **Number of siblings** 15 (50.5%) of students had only one sibling and only 2 (6.7%) of the students had no siblings.

Regarding **Order of birth** 14 (46.7%) of students are first child in their family and only 2 (6.7%) of students are the single child in their family. In **Status of the family** majority 21 (70.0%) students are belongs to lower middle class family background and 9 (30.0%) of the students are belongs Middle class family back ground.

About **Number of friends** 11 (36.6%) of students did not have friends and 5 (16.7%) of the students had more than two friends. About the question of “**Do you love your profession?**” 19 (63.3%) of the students says that, “No” and 11 (36.7%) of them says that, “Yes”.

In control group majority 19 (63.3%) samples belonged to the **age group** 18 years whereas only 4 (13.3%) of the sample belonged to the age group of 20 years and above. Regarding **Gender** 28 (93.3%) samples are Females and only 2 (6.7%) of them are males.

Regarding **Religion** 21 (60.0%) of the samples belonged to the Hindu religion, where as only 2 (6.7%) of the samples belonged to the Muslim religion. About **Medium studied in higher secondary school** 25 (83.3%) of the samples belongs to Tamil medium and only 2 (6.7%) of the samples belongs to Malayalam medium.

In relation to **Type of family** 18 (60.0%) of the samples belongs to Nuclear family and 4 (13.3%) of the students belongs to single parent. With regards **Number of siblings** 11 (36.7%) of students had only one sibling and 4 (13.3%) of the students not had siblings.

Regarding **Order of birth** 11 (36.7%) of students are first child in their family and 4 (13.3%) of students are the single child in their family. About **Status of the family** 22 (73.3%) of the students are belongs to lower middle class family background and 8 (26.7%) of the students are belongs to 9 (30.0%) of the students belongs to Middle class family back ground.

About **Number of friends** majority 10 (33.3%) of students had more than two friends and 5 (16.7%) of the students did not had friends. About the question of “**Do you love your profession?**” 21 (70.0%) of the students says that, “No” and 9 (30.0%) of them says that, “Yes”.

In **experimental group**, the pre test scores on the level of stress 4 (13.33%) had Moderate stress and 24 (80%) had High stress, and 2 (6.67%) had Profound stress respectively. Whereas post test scores on the level of stress 10 (33.33%) had No stress and 14 (46.67%) had Low stress, and 6 (20%) had Mild stress respectively.

In **control group**, the pre test scores on the level of stress 5 (16.67%) had Moderate stress and 21 (70%) had High stress, and 4 (13.33%) had Profound stress respectively. Whereas post test scores on the level of stress 6 (20%) had Moderate stress and 20 (66.67%) had High stress, and 4 (13.33%) had Profound stress respectively.

This finding reveals that, in experimental group after the administration of ‘So Hum’ meditation the level of stress among first year B.Sc Nursing students were reduced in post test than pre test. It can be concluded that there is no much difference in pre test and post test in control group

In control group There was statistically no significant association between the level of stress among first year B.Sc (N) students and their demographic variables except the question of “**Do you love your profession truly?**”

In experimental group There was statistically no significant association between the level of stress among first year B.Sc (N) students and their demographic variables

IMPLICATIONS:

The findings of the study have several implications in following field. It can be discussed in four areas namely Nursing practice, Nursing administration, Nursing education and Nursing research.

NURSING SERVICE:

- In service education to nursing personnel helps to improve the knowledge regarding stress, complications and different management approaches.
- The study findings will help to create awareness among first year B.Sc (N) students regarding benefits of ‘So Hum’ Meditation administration to reduce the level of stress.
- The nurse can administer ‘So Hum’ Meditation for reducing level of stress among first year B.Sc (N) students. Because many first year B.Sc (N) students feel lonely, helpless, hopeless and powerless because separation of the family and friends, new environment, and financial problem. Some of them even loss the desire to live and suicide tendencies.
- The nurse can motivate to form support group
- Nurses have a major role in identifying risk factors and help to overcome.
- There should be public awareness to prevent first year B.Sc (N) student’s stress and to promote health of the first year B.Sc (N) students. The Nurse must take effort and take initiation to educate the first year B.Sc (N) students regarding the importance of ‘So Hum’ meditation to reducing the level of stress.

NURSING ADMINISTRATION:

- Nurse administrator should plan to conduct programme about ‘So Hum’ meditation benefits.

- The nurse administrator should recommend allocating portion of budget for educational materials like pamphlets, models, slides, flexes, videos which contain information about benefits of ‘So Hum’ meditation.
- The nurse administrator can encourage the first year B.Sc (N) students to involve research activities to reducing the level of stress.

NURSING EDUCATION:

- Nurse educator must update knowledge regarding stress and alternative therapies.
- Nurse educator should teach nursing students to gain skills in identifying problems of the family and can be give effective teaching regarding ‘So Hum’ meditation to reduce the level of stress.
- Nurse educator should recommend the curriculum committee to insist the importance of ‘So Hum’ meditation to the first year B.Sc (N) students to reduce stress in the nursing curriculum.

NURSING RESEARCH:

- The finding of the study helps to expand scientific body of professional knowledge upon which further research can be conducted.
- Large scale studies can be conducted in consideration of other contributing variables.

LIMITATIONS:

- Prolonged effect of ‘So Hum’ meditation could not be measured.
- The investigator needed much co operation from the first year B.Sc (N) students.

RECOMMENDATIONS:

- A similar study can be conducted as a comparative study between first year B.Sc (N) students and final year B.Sc (N) students
- A similar study can be conducted in longer period of time.

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APPENDIX – I

PERMISSION LETTER

From

Mrs. Sahaya Jovitha. R,
M.Sc Nursing II Year,
Sakthi college of Nursing,
Oddanchatram,
Dindigul.

To

The Principal,
Sakthi college of Nursing,
Oddanchatram,
Dindigul

Respected Madam,

Sub: Requisition for permission to conduct research study-reg.

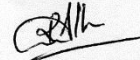
I am Mrs.R.Sahaya Jovitha, M.Sc Nursing II year student of Sakthi College of Nursing, Oddanchatram, Dindigul, under Tamilnadu Dr. M.G.R. Medical University.

As a partial fulfilment of my M.Sc Nursing degree program, I am conducting a research study on **“A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’ MEDITATION IN REDUCING LEVEL OF STRESS AMONG FIRST YEAR B.SC NURSING STUDENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT”**.

I kindly request you to grant me permission for conducting the study in our esteemed institution.

Thanking you,

Yours sincerely,



(R. SAHAYA JOVITHA)

Place : oddanchatram

Date : 25.02.2017

Permitted.
(Principal)

APPENDIX – II



SAKTHI COLLEGE OF NURSING

(Approved by Govt. of Tamilnadu, Recognised by INC, TNC & Affiliated to Dr. M.G.R. Medical University)

Sakthi Nagar, Dindigul - Palani Main Road,
Palakkanuthu - (Po.),
Oddanchatram - 624 619.
Dindigul (Dt.), Tamilnadu.

Phone : 0451 - 2050272
Mobile : 97509 56810
Fax : 0451-2554317
E-mail : sakthinursingcollege@gmail.com

PERMISSION LETTER

From

The Principal,
Sakthi College of Nursing,
Oddanchatram, Dindigul (Dt)

To

*The Administrative Officer,
Bharath College of Nursing,
Palani.*

Respected Sir / Madam,

Sub.: Request for permission to conduct research study – reg.

MRS. SAHAYA JOVITHA .R is a bonafide M.Sc., Nursing student studying in our college. As a partial fulfillment of The Tamilnadu Dr. MGR Medical University requirement for the award of the M.Sc., Nursing Degree, she is undertaking ("A STUDY TO ASSESS THE EFFECTIVENESS OF 'SO HUM' MEDITATION IN REDUCING STRESS AMONG FIRST YEAR B.SC NURSING STUENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT"), she has identified your centre as the best place to conduct the study.

Further details of the proposed project will be furnished by the student personally. She will not hinder your routine in any way and she will abide to the rules and regulations of the institution. All the information collected from institution will be kept confidential.

I kindly request you to grant her permission to conduct the study at your esteemed institution.

Thanking you,

yours sincerely,

Date : *25.02.2017*

Place : *Oddanchatram.*

Permitted
Z. Palappan

PRINCIPAL
Sakthi College of Nursing
Sakthi Nagar, Palakkanuthu
Dindigul - (Dist)
624 624

APPENDIX – III
LETTER SEEKING EXPERT OPINION AND CONTENT
VALIDITY

From

Mrs. Sahaya Jovitha. R,
M.Sc Nursing II Year,
Sakthi college of Nursing,
Oddanchatram,
Dindigul.

To

Respected Sir / Madam,

Sub: Requisition for expert opinion and content validity regarding.

I am R.Sahaya Jovitha, M.Sc Nursing II year student of Sakthi College of Nursing, Oddanchatram, Dindigul, under Dr. M.G.R. Medical University.

As a partial fulfilment of my M.Sc Nursing degree program, I am conducting a research study on **“A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’ MEDITATION IN REDUCING LEVEL OF STRESS AMONG FIRST YEAR B.SC NURSING STUDENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT”**.

I am sending the tool for content validity and for your expert & valuable opinion. I will be very thankful if you return it at the earliest. Here with I have enclosed the necessary documents.

Thanking you,

Yours Sincerely,

Place : Dindigul

Date :

APPENDIX - IV

CERTIFICATE OF CONTENT VALIDITY

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the tool prepared by **MRS. SAHAYA JOVITHA .R**,
M.Sc (N) II Year student of Sakthi College of Nursing for the conduction of the
research study ON **“A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO
HUM’ MEDITATION IN REDUCING THE LEVEL OF STRESS AMONG
THE FIRST YEAR B.SC NURSING STUENTS IN SELECTED COLLEGE OF
NURSING AT DINDIGUL DISTRICT”** is valid. She can proceed in conducting
data collection.

Signature of validator

Name of the validator :

Designation :

Name of the institution :

Date :

APPENDIX - V

LIST OF EXPERTIES

1. Pro. Mrs. V. Janahi Devi, M.Sc (N).,
Principal, Sakthi College of Nursing
Oddanchatram
Dindigul.
2. Dr. Mr. S. Samuel Gunasekharan, M.D., D.P.M., F.C.I.P., F.I.C.A.,
Neuro Psychiatrist & Hypnotism therapist,
Mesmer Hospital,
Dindigul.
3. Dr. Mrs. Kalyani, M.B.B.S., M.S
Yoga and Naturopathy
District Government Hospital
Dindigul
4. Pro. Mrs. E. Sumathi, M.Sc (N)
Principal,
Umalok College of Nursing,
Meerut, Uttar Pradesh
5. Asso. Pro. Mrs. Roja Kani, M.Sc (N)
HOD, Psychiatric Nursing Department,
Christian College Of Nursing,

Ambilikkai.

6. Asso. Pro. Mrs. Kalaiselvi, M.Sc (N),
HOD in Psychiatric Nursing Department,
Kongunadu College of Nursing,
Coimbatore.
7. Asso. Pro. Mrs. Jesintha Vedhanayagi, M.Sc (N)
HOD, Psychiatric Nursing Department,
Sacred Heart College of Nursing,
Madurai.

APPENDIX – VI

CERTIFICATE OF CONTENT VALIDITY

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the tool prepared by **Mrs. Sahaya Jovitha .R**, M.Sc(N) II Year student of Sakthi College of Nursing for the conduction of the research study on **“A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’ MEDITATION IN REDUCING STRESS AMONG FIRST YEAR B.Sc NURSING STUENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT”** is valid. She can proceed in conducting data collection.

Signature of validator

Name of the validator :

Designation :

Date :

21/2/2017

Dr. S. Samuel Gunasekaran
M.B.B.S D.M.M.D
(PSYCHIATRY)
CHIEF PSYCHIATRIST
MESMER HOSPITAL

MESMER HOSPITAL
81A, SPENCER COMPOUND
DINDIGUL - 3. 83, SPENCER COMPOUND,
DINDIGUL.

Dr. S. SAMUEL GUNASEKARAN,
M.B.B.S., D.P.M., M.D., (PSYCHIATRY)
PSYCHIATRIST
REGISTER NO: 32648

APPENDIX – VII

CERTIFICATE OF CONTENT VALIDITY

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the tool prepared by **Mrs. Sahaya Jovitha .R**, M.Sc(N) II Year student of Sakthi College of Nursing for the conduction of the research study on **“A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’ MEDITATION IN REDUCING STRESS AMONG FIRST YEAR B.Sc NURSING STUENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT”** is valid. She can proceed in conducting data collection.


Signature of validator

Name of the validator : *Dr. A. S. Kalyani.*

Designation : *Asst. Surgeon (Yoga & Naturopathy)*

Date : *23/02/17.*

APPENDIX – VIII

CERTIFICATE OF CONTENT VALIDITY

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the tool prepared by **Mrs. Sahaya Jovitha .R**, M.Sc(N) II Year student of Sakthi College of Nursing for the conduction of the research study on "**A STUDY TO ASSESS THE EFFECTIVENESS OF 'SO HUM' MEDITATION IN REDUCING STRESS AMONG FIRST YEAR B.Sc NURSING STUENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT**" is valid. She can proceed in conducting data collection.



Signature of validator

Name of the validator : **R.SENTHILKUMAR**,

Designation : **COURSE DIRECTOR**.

Date : **24.2.2017**.

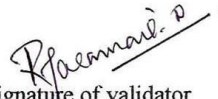
Dr. R. SENTHIL KUMAR M.D.(Acu),Ph.D.(Yoga)
Yoga & Alternative Medicines Practitioner & Trainer

APPENDIX – IX

CERTIFICATE OF CONTENT VALIDITY

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the tool prepared by **Mrs. Sahaya Jovitha .R**, M.Sc(N) II Year student of Sakthi College of Nursing for the conduction of the research study on **"A STUDY TO ASSESS THE EFFECTIVENESS OF 'SO HUM' MEDITATION IN REDUCING STRESS AMONG FIRST YEAR B.Sc NURSING STUENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT"** is valid. She can proceed in conducting data collection.


Signature of validator

Name of the validator : **Mrs. ROJARAMANI.D.**

Designation : **ASSO. PROF.**

Date : **21.02.2017.**

APPENDIX – X

CERTIFICATE OF ENGLISH EDITING

TO WHOM SO EVER IT MEY CONCERN

This is to certify that the dissertation “A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’ MEDITATION IN REDUCING THE LEVEL OF STRESS AMONG THE FIRST YEAR B.Sc NURSING STUENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT” conducted by Mrs. Sahaya Jovitha. R M.Sc (N) II year student of Sakthi College of Nursing, Oddanchathram, was edited for English Language appropriateness Mrs.M.Ahila., M.A., M.Ed., M.Phil., by English department of Amman College of Arts and Science, Pillaiyar Natham, Dindigul.

Signature



APPENDIX –X I

CERTIFICATE OF TAMIL EDITING

TO WHOM SO EVER IT MEY CONCERN

This is to certify that the dissertation “A STUDY TO ASSESS THE EFFECTIVENESS OF ‘SO HUM’ MEDITATION IN REDUCING THE LEVEL OF STRESS AMONG THE FIRST YEAR B.Sc NURSING STUDENTS IN SELECTED COLLEGE OF NURSING AT DINDIGUL DISTRICT” conducted by Mrs. Sahaya Jovitha. R M.Sc (N) II year student of Sakthi College of Nursing was edited for Tamil Language appropriateness by B. Rathi devi
M.A., M.Phil., M.A., Ph.D., Tamil department Sakthi College Of Arts and Science.

B. Rathi devi
Signature

APPENDIX –XI I

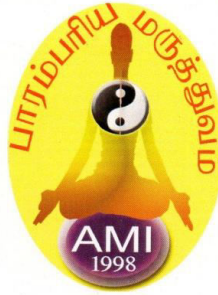
Alternative Medicine Institute

Selva Vinayakar Nagar, Bellathi (Post), Karamadai, Coimbatore- 641 104, Tamil Nadu, India.

Run by Athma Trust, Registered by Government Of TamilNadu,India. Reg.No.16/2012

Reg by Global Alternative Medical Association (GAMA)

www.alternativetherapycourses.com



CERTIFICATE

*This Diploma in **SO HUM MEDITATION** has
been awarded to..... **R. SAHAYA JOVITHA**
on his/her successful completion of the course and
on having satisfied us about ability to practice.*

Registered No. :...AMI/0643.....

Place :.....Karamadai.....

Date : 24-02-2017



Course Director

Dr. R. SENTHIL KUMAR M.D.(Acu), Ph.D.(Yoga)
Yoga & Alternative Medicines Practitioner & Trainer

APPENDIX –XIII

SAKTHI COLLEGE OF NURSING

CERTIFICATE FOR ETHICAL CLEARANCE

<p style="text-align: center;"><u>Committee Members</u></p> <p>Chairman 1.Dr.Vembanan, M.B.B.S, M.S, President Sakthi Educational Institution.</p> <p>Members 1. Prof. Mrs. V. JANAHI DEVI, M.Sc (N)., Principal Sakthi College of Nursing Oddanchatram, Dindigul (D.T) 2.Asso. Prof. Mrs. R. SATHYA SRI, M.Sc (N)., HOD, Mental Health Nursing Sakthi College of Nursing Oddanchatram, Dindigul (D.T) 3. Dr. Mr. S. Samuel Gunasekharan, M.D., D.P.M., F.C.I.P., F.I.C.A., Neuro Psychiatrist & Hypnotism therapist, Mesmer Hospital, Dindigul. 4.Mr.V.Palanisamy, B.A.B.L., Advocate 5.Mr.Diaz Prabhakaran, M.A., Sociology, 6.Ms.Mariyammal, Ph.D., Psychology</p>	<p>This is to Certify that Mrs.R.Sahaya Jovitha, M.Sc., Nursing student, Psychiatric Nursing, Submitted a Protocol as effectiveness of ‘So Hum’ Meditation in deducing level of stress among first year B.Sc Nursing Student in selected College of Nursing at Dindigul district</p> <p>The above protocol was received by ethical committee approved and mentioned that the study is feasible to carry out under the guidance of an eligible guide.</p> <p style="text-align: center;">Signature of the Chairman</p>
--	--

APPENDIX – XIV

DEMOGRAPHIC DATA

Introduction to participants

Dear Students,

This section consists of personal information and you are requested to answer the questions correctly. The information collected from you will be kept confidential.

Name of the student: _____

Demographic characteristics of first year B.Sc nursing students

1. AGE

- a. 17-18 years b. 19-20 years c. above 21 years

2. GENDER

- a. Female b. Male

3. RELIGION

- a. Christian b. Hindu c. Muslim

4. MEDIUM STUDIED IN HIGHER SECONDARY SCHOOL

- a. Tamil b. English c. Other language

5. TYPE OF FAMILY

- a. Joint family b. Nuclear family c. Single parent

6. NO.OF SIBLINGS

- a. Nil b. One c. Two d. More than 2

7. ORDER OF BIRTH

- a. First child b. Middle child c. Last child d. one child

8. STATUS OF THE FAMILY

- a. Lower middle class b. Middle class c. Upper middle class

9. NO. OF FRIENDS

- a. Nil b. One c. Two d. More than 2

10. DO YOU LOVE YOUR PROFESSION TRULY

- a. Yes b. No

STUDENT'S STRESS RATING SCALE

S.No	STATEMENTS	ED	OT	OW	OF	OM	R	N
1	I get angry.							
2	I do not take proper rest.							
3	I get irritated.							
4	I do not share my misgivings (failures) with others.							
5	I complain about the past.							
6	I rush through the day.							
7	I feel lonely.							
8	I have the problem of constipation.							
9	I get jealous of others.							
10	I get viral infections.							
11	I suffer from headaches.							
12	I take long time to recover from illness.							
13	I suffer from diarrhoea.							
14	I find it difficult to sleep.							
15	I have difficulty in concentrating on my studies.							
16	I eat fast.							
17	I worry about my future.							
18	I can't find time to have fun to enjoy myself.							
19	I cry or feel like crying.							
20	I feel restless when I have to take a surprise test / examination.							
21	I talk fast.							

22	I get nervous when I forget points that I really know.							
23	I get depressed after taking an examination.							
24	My heartbeat increases during examinations.							
25	I feel tired even though I had enough sleep.							
26	I do not maintain my body weight.							
27	I feel stiffness or pain in my neck.							
28	I have difficulty in remembering things.							
29	I become tensed with delays or interruptions.							
30	I enjoy games only when I win.							
31	No one understands me.							
32	My parents scold me.							
33	My teachers scold me.							
34	I find myself think of consequences of failing in Examination.							
35	I fail to see the humour in situations where others find funny.							

ED = Every Day, **OT** = Once in 2/3 days **OW** = Once in a Week, **OF** = Once in

Fortnight (15 days), **OM** = Once in a Month, **R** = Rarely, **N** = Never

APPENDIX – XV

jdpegu; gw;wpa Neu; fhzy; gbtg;

md;Gs;s khztpfSf;F>

,e;j gFjpapy; cq;fisg; gw;wpa nrhe;j tpguq;fs; nfhLf;fg;gl;Ls;sJ. ,jw;F
rupahd tpilia mspf;FkhW Nfl;Lf;nfhfs;fpNwd;. ,e;j tpguq;fs; ufrpakhf itj;Jf;
nfhs;sg;gLk;.

1. taJ

m) 17 - 18 tUlq;fs; M) 19 – 20 tUlq;fs; ,) 21 tUlq;fSf;F Nky;

2. ghypdk;

m) ngz;; M) Mz;

3. kjk;

m) fpwp];jtu;; M) ,e;J ,) K];ypk;

4. Nky; epiyg; gs;spapy; fy;tp gapd;w nkhop

m) jkpo;; M) Mq;fpyk; ,) kw;wit

5. ve;j tif FLk;j;ij rhu;e;jtu;fs;

m) \$l;Lf;FLk;gk; M) jdpf;FLk;gk; ,) xw;iw ngw;Nwhu;

6. cld; gpwe;jtu;fs;

m) xUtUkpy;iy M) xd;W ,) ,uz;L <) ,uz;Lf;F Nky;

7. gpwg;G tupir

m) Kjy; Foe;ij M) eL Foe;ij ,) filrp Foe;ij <) ehd; kl;Lk;

8. FLk;gj;jpd; epiyik

m) fPo;eLj;ju tu;fj;jpdu; M) eLj;ju tu;fj;jpdu; ,) cau;eLj;ju tu;fj;jpdu;

9. ez;gu;fspd; vz;zpf;if

m) xUtUkpy;iy M) xd;W ,) ,uz;L <) ,uz;Lf;F Nky;

10. ePu; cq;fsJ njhopiy cz;ikahf Nerpf;fpwPu;fsh?

m) Mk; M) ,y;iy

khztu;fspd; kdmOj;j kjpg;gPl;L msTNfhy;

t. vz;	mwpf;iffs;	jp	,x	th x	g x	kh x	v	,
1	ehd; Nfhgg;gLNtd;							
2	ehd; rupahf Xa;T vLg;gjpy;iy							
3	ehd; vupr;ryilfpNwd;							
4	ehd; vd;Dila Njhy;tpia gpwuplk; gfpu;e;J nfhs;tjpy;iy							
5	ele;J Kbe;jtw;iwg; gw;wp Fiw \$WNtd;							
6	ehd; KOtJk; Xa;tpd;wp ,Uf;fpNwd;.							
7	ehd; jdpikahf czu;fpNwd;							
8	vdf;F kyr;rpf;fy; njhy;iy cz;L							
9	gpwiu gw;wp nghwhikg;gLNtd;							
10	itu]; njhw;W vdf;F cs;sJ							
11	jitypahy; ehd; mtjpg;gLfpNwd;							
12	NehapypUe;J tpLgl vdf;F neLehshfpwJ							
13	ehd; tapw;Wg;Nghf;fpdhy; mtjpg;gLfpNwd;							
14	J}f;fkpd;wp ehd; rpukg;gLfpNwd;							
15	gbg;gpy; ftdk; nrYj;Jtjpy; rpukkhf cs;sJ.							
16	ehd; Ntfkhf rhg;gpLNtd;							
17	vjpu;fhyk; Fwpj;J ftiyg;gLfpNwd;							
18	Ntbf;ifahf nghOijg; Nghf;f Neuk; fpilg;gjpy;iy							
19	ehd; mOfpNwd; my;yJ mOtJNghy; czu;fpNwd;.							

20	vjpu;ghuhj NghJ Nju;T tUk;nghOJ glglg;G milfpNwd;							
21	ehd; Ntfkhfg; NgRfpNwd;							
22	njupe;j tpraq;fis kwf;Fk;NghJ czu;r;rptrg;gLfpNwd;.							
23	Nju;T vOjpa gpd; kdmOj;jj;jpw;;F cs;shNtd;.							
24	Nju;T vOJk; NghJ vd; ,jaj;Jbg;G mjpfkfFk;.							
25	ed;whfj; J}q;fpdhYk; Nrhu;thfNt czu;fpNwd;.							
26	vd; cly; vilia rPuhf itf;f ,aytpy;iy							
27	vd; fOj;jpy; ,Wf;fkf my;yJ typahf czu;fpNwd;							
28	nghUl;fis Qhgfk; itj;Jf;nfh;tpy; rpukk; cs;sJ							
29	vdJ Ntiyapy; jhkjNkh, ,ilA+Nuh Vw;gLk;NghJ kd mOj;jj;ij czu;fpNwd;.							
30	tpisah;by; ntw;wp ngw;why; kl;LNk kfpo;r;rpailNtd;							
31	vd;id ahUk; Gupe;Jnfhs;tpy;iy							
32	vd; ngw;Nwhu; vd;idj; jpl;bf;nfhz;NI ,Uf;fpd;wdu;							
33	vd; Mrpupau; vd;idj; jpl;bf;nfhz;NI ,Uf;fpwhu;							
34	Nju;tpy; Njhy;tpailtjd; tpisitg;gw;wp epidj;Jf;nfhz;NI ,Uf;fpNwd;.							
35	kw;wtu;fSf;F Ntbf;ifahfj; njupAk; epfo;Tfis vd;dhy; urpf;fKbatpy;iy.							

jp - jpde;NjhWk;

,.x - ,uz;L %d;W ehl;fSf;F xUKiw

th.x - thuj;jpw;F xUKiw

g.x - gjpide;J ehl;fSf;F xUKiw

kh.x - khjj;jpw;F xUKiw

v - vg;nghtJ

, - ,y;iy

PHOTO GALLERY





“So” (inhale)



“Hum” (exhale)

